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ABSTRACT

The book is an introduction to teaching about contemporary global concerns in the high school social studies classroom. It contains background and lesson plans for seven units in addition to 39 reproducible student handouts, annotated lists of other good classroom resources, and a guide to sources of teaching materials on global issues. Topics covered include an introduction to the concept of global awareness, world trade and economic interdependence, global conflict and the arms race, economic development and foreign aid, environment and technology, energy and natural resources, and human rights. For each unit, two lesson plans are offered, with suggestions for topics and courses, time allotment, instructional objectives, and teaching methods for introducing, developing, and concluding the lesson. Student handouts offer materials for the learning activities such as relevant statistics and graphs, attitude tests, news media analysis, ranking nations, scenarios, discussion questions, decision-making and role-playing exercises, and case studies. Primary and supplementary sources are listed in an annotated bibliography for each unit, including materials such as books, films, simulations, games, pamphlets, and filmstrips. An appendix lists publishers of the classroom materials with their addresses. (CK)

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GLOBAL ISSUES

Activities and Resources for the High School Teacher

By Kenneth A. Switzer and Paul T. Mulloy

Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
Boulder, Colorado

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Denver, Colorado

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PREFACE

Amid the continuing debate about the proper nature and content of the social studies, few would argue against the contention that a primary role of social education in the United States is to prepare students for living effectively and responsibly in their communities, the nation, and the world. This task becomes more difficult every year, as new developments in science and technology spin off an ever-expanding profusion of data and problems at the same time that new developments in communication and data manipulation are causing the world to "shrink."

How can teachers even begin to approach this task, let alone carry it out effectively? It seems important to start by helping students develop an appreciation for the global nature of most of the issues that affect our (and their) society and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples. This can best be accomplished, we think, by focusing on individual issues and on the unique combination of fac , risks, and decisions associated with each issue.

The fact that global issues are almost invariably complex, involving sophisticated technological and economic concepts, complicates the task of the teacher. How can teachers choose from the myriad issues with international implications? How much in the way of background information do students need in order to consider these issues, and where can this information be found in a format that is appropriate and comprehensible to students?

The clear need for sound and useful classroom strategies for teaching about global issues motivated us to participate in the development of this handbook. We hope that it will prove to be a valuable addition to the social studies teacher's repertoire of resources.

Irving Morrissett
Executive Director, Social Science Education Consortium
Director, ERIC Clearinghouse for Social Studies/Social Science Education

Boulder, Colorado
October 1979

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K.A.S.

P.T.M.

FOREWORD

In order to implement new curricular ideas, teachers need good, ready-to-use activities and teaching resources. The need for teaching activities and resources on key global issues has been expressed by many secondary teachers who are attempting to provide students with a global perspective on important social, political, and technological issues. This need prompted the decision of the Social Science Education Consortium, the Center for Teaching International Relations, and the ERIC Clearinghouse for Social Studies/Social Science Education to jointly publish a practical handbook for teaching about global issues in the high school social studies classroom.

For the task of writing the book and developing the teaching activities, we selected Ken Switzer and Paul Mulloy, both experienced teachers and curriculum developers and (not coincidentally) former Peace Corps volunteers. As teachers who use these materials will soon discover, the authors have carried out the task admirably. The activities make use of up-to-date, effective teaching methods and data relevant to current global issues. The additional resources were carefully chosen and annotated so as to provide teachers with an ample selection of good readings, films, filmstrips, and multimedia kits for the further exploration of current global concerns.

During the coming years, it is likely that many additional teaching materials will be developed around global perspectives. We think that this handbook is a useful resource which teachers can use with confidence at a time when such a guide is sorely needed.

George G. Otero, Jr.
New Mexico Director,
Center for Teaching
International Relations

Taos, New Mexico
October, 1979

INTRODUCTION

"As we enter the global phase of human evolution it becomes obvious that each man has two countries, his own and planet Earth."--Rene Dubois

Dr. Ernest L. Boyer, U.S. Commissioner of Education, recently observed: "Today, changing conditions demand that we begin to recognize a more sobering agenda that transcends national boundaries and focuses on pervasive human issues. . . . Teachers increasingly have an obligation to educate, not just about the past and present, but about the future, too."* To further this objective, Dr. Boyer announced, the U.S. Office of Education would give a new priority to global perspectives in education. He added that education has failed society if it does not inculcate skills for coping satisfactorily in an interdependent world.

This publication, designed for high school teachers, provides activities and resources for dealing with global issues in the secondary-level (grades 9-12) curriculum. Following an introductory unit containing lessons designed to enhance students' awareness of the broad concept of global interdependence, the activities presented here focus on six topics of continuing global importance: trade and economic issues, conflict and armaments, modernization and development, technology and the environment, energy, and human rights. Each unit includes two lessons that can be used immediately in the classroom; learning objectives, teaching suggestions, data sources, and masters of all necessary student materials are provided for each lesson. The lesson format can also be used as a model by teachers who want to develop their own classroom activities around global issues.

Each of the seven units is accompanied by a two-part list of additional resources and supplementary materials for teaching about each topic. In the first part of each list, which represents primary resources which we believe are among the best available, we have provided detailed annotations in an attempt to help teachers select and order those materials most suitable to their individual goals and needs. The second part of the list offers shorter descriptions of supplementary resources that might be profitably used by classroom teachers. In compiling these lists, we attempted to include materials representing a variety of educational techniques and a diversity (public and private, commercial and nonprofit) of organizations.

For each resource cited, the name of the publisher (or distributor, if the materials are not available from the original publisher) has been provided; the addresses of these distributors appear in the Appendix to this volume. We suggest that you write to the distributor for price and ordering information.

Those materials identified by six-digit "ED" or "EJ" numbers have been entered into the ERIC (Educational Resources Information Center)

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system. If you want to examine a document with an ED number before ordering a copy from the distributor, check to see whether your local library or instructional media center subscribes to the ERIC microfiche collection. Journal articles in the ERIC system are identified by EJ numbers; if your local library cannot supply an article with an EJ number, you may write for one or more reprints to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

In the course of planning this book, we identified and reviewed most of the available supplementary educational materials with global-education content. We decided to exclude textbooks (which are reviewed in the *Data Book of Social Studies Materials and Resources*, published annually by ERIC/ChESS and the SSEC) and materials dealing with specific area studies (e.g., Asian studies). Rather, we decided to concentrate on resources and activities with a broad global application--on issues which affect everyone, everywhere, and which must be addressed from a global perspective. (One such issue *not* included is that of food and population, since materials treating that area are widely and readily available through such organizations as the Population Reference Bureau and the Center for Teaching International Relations.) Finally, we made an effort to include activities and resources that present a useful mix of educational media and teaching strategies, and which would be particularly effective in helping students achieve the learning objectives identified for each topic.

As they use this handbook, we hope that teachers will continually emphasize to their students that it is in their own self-interest to understand global and cross-national issues. As John Goodlad pointed out, we would have "everything to gain and nothing to lose in turning part of our considerable energy and assets toward the present and future well-being of spaceship Earth."* Through studying global issues, students can be expected to broaden their range of concerns to include the major issues facing humankind as we approach the 21st century. The activities in this handbook have been designed to help teachers achieve this goal.

Kenneth A. Switzer
Paul T. Mulloy

Boulder, Colorado
June 1979

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*John I. Goodlad, "Foreword," in *Schooling for a Global Age*, ed. James M. Becker (New York: McGraw-Hill, 1979), p. xvi.

1. INTRODUCING THE CONCEPT OF GLOBAL AWARENESS

The post-World War II period has witnessed accelerated growth in the interdependence of nations in such areas as economy, ecology, technology, and natural resources. At the same time, a wide range of potentially disruptive global issues confronts the nations of the world. These issues include conflicts in various parts of the globe, shortages of food and energy, imbalances in trade, the escalating arms race, high rates of population growth, and disputes about ocean boundaries and resources.

Our schools need to help students understand the ramifications of issues related to global interdependence as well as acquire the skills and attitudes necessary for responsible citizenship in a global age. The need for an appropriate educational response to global change was emphasized by Dr. Robert Leetsma, U.S. associate commissioner for international education: "Educators are the single most important group in helping generate a critical mass of citizens capable of recognizing the global age, its impact on their future life, and their responsibilities as American citizens in an interdependent world."

In order to understand the issues and meaning of interdependence among nations, students require cross-cultural awareness and sensitivities as well as certain basic comparative skills. The introductory lessons and materials in this unit are designed to help students develop these skills and sensitivities, so that they will be able to obtain the greatest possible benefit from the remaining, issue-oriented chapters.

Lesson 1: It's a Shrinking World

Teachers frequently hear that the world is growing smaller, that global interdependence is increasing, and that we all live on a fragile "Spaceship Earth." How can we make students aware of the degree to which global interdependence affects their lives? How can students define and measure global interdependence? This lesson begins to answer these questions by focusing on some common measures of interdependence between nations. The activity also involves students in exploring the attention given to international events and issues by the news media.

Suggested Courses and Topics: *World history (interdependence, nation states), current issues (global interdependence, global relationships).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Define the concept of global interdependence.
--Identify some common measures of global interdependence.
--Determine the effects of news media coverage on creating global awareness.

Sources of Data: Statistical Abstract of the United States, *1978 (U.S. Department of Commerce, Bureau of the Census)*; United Nations Statistical Yearbook, *1966, 1970, 1976*; Yearbook of International Organizations, *1978 (Union of International Associations).*

Introducing the Lesson

1. Distribute copies of "How Much Impact?" (Handout 1A) and ask students to indicate the extent to which each headline might affect them as individuals and the United States as a whole.

2. When everyone has completed the exercise, "debrief" the class to get a consensus response to each item. (For the first item, you might reproduce the 1-5 continuum on the chalkboard and record the number of responses for each number on the scale; for the remaining headlines, oral responses should be sufficient to yield the general degrees of perceived impact.)

To stimulate discussion, you might briefly explore the following effects of each headline:

--Long-term vs. short-term effects. For example, rising oil prices should have a relatively long-term effect on the American economy and on the ability of students' families to drive motor vehicles and heat their homes. Similarly, a peace accord in the Middle East might have a long-term

effect on global peace which would lessen the chance of U.S. involvement in war. The Brazilian freeze and the Bolivian strikes, on the other hand, would have relatively short-term effects on the prices of coffee and tin in the United States.

--Direct vs. indirect effects. Rising OPEC prices would have a direct and immediate effect both on individual citizens and on the nation's economy. The Tokyo flu epidemic would have a direct effect only on U.S. citizens who happened to be in that area at the time.

You can help students assess global interdependence on a personal level by asking whether they have ever:

--Visited another country.

--Written to or heard from a relative or friend who lives in another country.

--Talked to anyone who has lived abroad about his or her experiences.

--Read or subscribed to a newspaper or magazine that was published in another country.

--Seen a motion picture that was produced in another country.

--Listened to a radio program in a language other than English.

--Driven or ridden in a car that was not made in the United States.

--Owned a television set, calculator, stereo, or other appliance that was not manufactured in the United States.

3. To summarize, ask the class to decide how interdependent the world seems to be on the whole. They might want to vote by means of a 1-5 scale, with 1 representing little interdependence and 5 representing much interdependence.

Developing the Lesson

4. Distribute copies of Handout 1B, "Measures of Interdependence," and allow students a few minutes to look over the graphs. (Note that each graph clearly measures the growing interdependence of countries and peoples.)

5. Ask students to identify any trends indicated by the data. They should be able to point to the following trends:

--Steadily increasing tourist travel to the United States.

--The rapid growth of U.S. investments abroad and foreign investments in the United States.

--The increasing number of overseas telephone calls and international organizations.

They should also observe that all the data point to increasing interdependency between nations.

6. Advanced students or classes might be encouraged to predict the direction and magnitude of future global trends. One logical prediction

might be that the trends noted in Handout 1B probably will continue in the absence of a global war or depression which would alter the steady growth of trade and communication between nations.

Concluding the Lesson

7. Divide the class into three groups and distribute copies of Handout 1C, "News Media Analysis Form." Assign one group to conduct a content analysis of daily newspapers, the second group to analyze television news programs and the third group to analyze weekly news magazines. Students should use the analysis instrument for a specific amount of time (e.g., one week, two weeks, etc.).

8. After the analyses have been completed, ask the students to compare the different news media for global emphasis and to speculate why time or space were allocated as they were. Students should also attempt to determine why changes might have occurred in the amount of time allocated to international events or issues. The following questions may be used to summarize the discussion:

--What kind of view of the world do we get from the news media?

--How much time or space do you think was devoted to global issues or events five years ago, compared to the present situation? Why?

--How much time or space do you think will be devoted to global issues or events in the future? Why?

--If you were a news director or editor, would you give more or less time to global issues and events? Why?

--Do the time and space devoted to global issues by the news media have any effect in creating global awareness?

Lesson 2: Comparing Countries

When studying other nations or issues that affect a number of nations, it is essential that students be able to describe and compare accurately. This lesson introduces students to the concept of comparison and develops some basic skills for making comparisons.

Suggested Courses and Topics: *World history (comparative studies, development, urbanization), current issues (comparative issues, development problems).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Make comparisons between nations, using basic comparative tools.
--Identify some of the limitations of information commonly gathered and used by government and international agencies.

Source of Data: United Nations Statistical Yearbook.

Introducing the Lesson

1. Ask students to speculate briefly about which regions and continents of the world are wealthiest and poorest and to state the reasons behind their answers. Do not define the term *wealthy*. (According to United Nations data, the wealthiest area on a per-capita basis is North America, followed by Western Europe; the poorest area is Africa, and the next-poorest area is Southeast Asia.)

2. Ask students to brainstorm a list of problems they encountered in trying to perform this task. Some possible ideas are the following:

--There was no definition of *wealth*. (Does wealth mean the size of the national treasury? The size of the gross national product? The GNP per capita? Should one take into account trade deficits?) The first step in making accurate descriptions or comparisons is to define terms.

--There was no agreement about the standard(s) to be used to measure wealth. (Should wealth be measured by one indicator--for example, per-capita GNP--or by a combination of two or three indicators?) A second step in making accurate descriptions or comparisons is to agree on appropriate indicators of what is to be investigated. For example, average life expectancy could be one indicator of the general health of a nation.

Developing the Lesson

3. Distribute copies of Handout 1D, "How Wealthy?," and ask students to complete it in small groups. Clarify for students that average annual

income is being used as an indicator of a nation's wealth. (*Average annual income* is defined as the amount of income that each citizen would receive if the total annual income of the nation were divided equally among all citizens.) For your convenience, the rank order of the 12 nations is provided below.

1.	*Kuwait*	*$8,042*	*(highest in the Middle East and the world)*
2.	*Switzerland*	*$6,387*	*(highest in Europe)*
3.	*United States*	*$6,189*	*(highest in North America*
4.	*Japan*	*$3,753*	*(highest in Asia)*
5.	*Greece*	*$1,811*	*(lowest in Europe)*
6.	*Venezuela*	*$1,568*	*(highest in South America)*
7.	*Gabon*	*$1,391*	*(highest in Africa)*
8.	*Mexico*	*$ 883*	*(lowest in North America)*
9.	*Bolivia*	*$ 201*	*(lowest in South America)*
10.	*Yemen*	*$ 129*	*(lowest in Middle East)*
11.	*Mali*	*$ 54*	*(lowest in Africa)*
12.	*Bhutan*	*$ 47*	*(lowest in Asia and the world)*

The range of wealth between the highest nation (Kuwait) and lowest nation (Bhutan) is ($8,042 - $47 =) $7,995.

4. At this point you could ask students to calculate the ranges of wealth in various geographic regions. For your convenience, the ranges have been provided in the table below.

Region	*Highest*		*Lowest*	*Range*
Africa	*($1,391*	-	*$ 54)*	*$1,337*
Asia	*($3,753*	-	*$ 47)*	*$3,706*
Europe	*($6,387*	-	*$1,811)*	*$4,576*
Middle East	*($8,042*	-	*$ 129)*	*$7,913*
North America	*($6,189*	-	*$ 883)*	*$5,306*
South America	*($1,567*	-	*$ 201)*	*$1,366*

5. Briefly discuss the following information yielded by the data:

--At least two nations in the world, using this indicator, are wealthier than the United States.

--The greatest range of wealth within a geographic region is found in the Middle East.

--Europe appears to be the wealthiest geographic region on the basis of the rank-order list (note the relatively high positions on the list of both Switzerland and Greece).

--Africa appears to be the least-wealthy geographic region on the basis of the rank-order list (note the relatively low positions on the list of both Gabon and Mali).

--The *range* indicates the high and low extremes of a given indicator for a geographic region. The greater the range, the greater the amount of variability or difference in regard to that indicator within a region. In this case, the greater the range, the greater is the disparity in wealth between nations--which in turn may be an indicator of differing levels of industrial or agricultural productivity, development, and relative population size.

6. Point out that not only do nations differ in average yearly income, they also vary in regard to primary sources of income. For example, Kuwait and Venezuela are essentially oil-exporting nations. The United States exports industrial products and food. Switzerland is primarily a financial and tourist center. Nations also differ in how the average yearly income of citizens is spent. How income is spent is largely dependent on the availability and cost of goods and services. The ways in which income is spent are also influenced by cultural differences and personal preferences. Remind the class that average yearly income (gross domestic product) per person is only one indicator of wealth.

7. Divide the class into small groups and ask each group to develop an extensive list of other possible indicators of wealth. (Some other indicators might be size of gold or foreign-currency reserves, total value of commercial and industrial buildings, total number of miles of railway track or paved highways, estimated value of reserves of raw materials, and such intangibles as a stable government.)

Note: Using the *United Nations Statistical Yearbook* and *Demographic Yearbook*, students can identify indicators for wealth, health, education, trade, transportation, communication, development, etc. Rank order, range, and a measure of average (for example, mean) could be used to compare regions of the world.

Concluding the Lesson

8. Distribute copies of Handout 1E, "Data Limitations," and allow students time to read it. Emphasize the following points:

--Most information will have some limitations because of the ways in which the information is collected, stored, interpreted, and used.

--We need to be aware of the limitations of any given piece of information and to be careful about how we use information.

Additional Resources for Unit 1

Primary Resources

Your State in the World, by Patricia Gunkel et al. Mid-America Program for Global Perspectives (1978).

Preparing young people for effective and responsible participation in today's world should include helping them develop the competencies needed to identify and assess the significance of the contacts and connections between life in their own home towns and life in villages and cities around the world. *Your State in the World* is a practical handbook designed to help educators at the local and state levels prepare children and youth for responsible citizenship in a global age. It includes activities, exercises, and strategies for identifying and using resources, talents, experiences, and instructional materials for helping students learn about and participate in global affairs.

The activities in this handbook emphasize student involvement; several require students to look closely at their own community and at the degree to which people, business firms, civic organizations, and products from other areas of the world are a part of that community. In other suggested activities, students search through maps, charts, and tables to identify the answers to such questions as these: Which regions of the world supply the largest number of foreign students to our state? Are exports from our state increasing or decreasing? How do gasoline prices in our home town compare to those in other parts of the world?

Although much of the statistical information in the handbook deals specifically with Indiana, the activities provide good models for curriculum-development efforts in other states and communities. Teachers using the handbook should be aware that the activities will require constant updating. As part of a class activity or research project, teachers may wish to update the activities by having students refer to the list of data sources in the handbook.

"America in the World," *Intercom* 70, by David C. King. EJ 133 566. Global Perspectives in Education (1973).

"America in the World," a special issue of the periodical *Intercom*, is designed to help students explore some key issues facing U.S. citizens as the nation begins its third century. The topics covered are "The American Dream Among Nations," "The Economic Dimension," "The U.S. as a Power in the World," and "A Nation Among Nations." Each topic provides a set of readings, discussion questions, and a special section called "Explorations" which suggests ways of covering the subject further. In addition, students are expected to chart events on a map and interpret graphs, tables, cartoons, and photographs.

The subject matter of this issue of *Intercom* reflects the author's belief that it is necessary for students to consider those ideas which we perceive as being central to our national experience before raising questions about the role of the United States in a highly interdependent

world. Consequently, the longest section deals with the topic "The American Dream"--what it meant to some of the founders, early settlers, and foreign observers of the nation, and what it means to us today. Once students have analyzed the meaning of the "American dream," they are able to refer back to their analysis as they proceed to work through the remaining topics.

Using these materials in the classroom should lead to a better understanding of our national values and of their relationship to the role of the United States in a rapidly changing world. Although the activities are designed primarily to be used in U.S. history courses, they could be easily integrated into such subjects as government, economics, world affairs, and problems of democracy.

A Watch on World Affairs, Citizenship series, edited by Eleanor Goldstein and Joseph Newman. Social Issues Resources Series (1978).

A Watch on World Affairs provides basic information required for citizens to be well informed about world affairs that affect them and their nation. The materials consist of a basic text (228 pages), supplementary articles from recent issues of *U.S. News and World Report*, and a brief study guide. The packet may be used to supplement existing curricula or to form the basis of a quarter or semester course.

The materials deal primarily with such concepts and issues as interdependence, cultures and regions, technology and trade, foreign policy and foreign aid, food and population, energy and resources, armaments, and human rights. Additional materials highlight post-World War II events in five geographic regions: Africa, Asia, the Americas, Europe, and the Middle East.

The primary objective of *A Watch on World Affairs* is to present both theoretical principles and real-world application of principles in a global setting. The supplementary materials from *U.S. News* offer timely and often controversial illustrations of current global issues. The study guide provides suggestions for analyzing charts and graphs, developing vocabulary, and applying problem-solving techniques to issues. The major weaknesses of the materials are the brevity of the study guide and its failure to provide suggestions for integrating the text with the supplementary articles.

The Interdependence of Nations, Headline Series no. 212, by Lester Brown. Foreign Policy Association (1972).

The Interdependence of Nations is a 76-page pamphlet, excerpted from the book *World Without Borders*, which describes the increasingly interdependent nature of the world. Discussion questions and references for the teacher are included. The pamphlet deals specifically with economic, ecological, resource, technological, and social interdependence.

The primary objective of the pamphlet is to make students aware that "in order to successfully adopt to a finite and increasingly interlinked world, man must change his values and attitudes." It is especially effective in providing both teacher and students with a better understanding

of the relationship between problems confronting people of various nations and regions and the cooperative "supranational" efforts needed to solve these problems. It is also useful in introducing the concepts of nation-states and world organizations.

The Road to Interdependence (16mm sound/color film). Office of Media Services, U.S. Dept. of State (1976).

The changed circumstances of the 1970s have brought about new directions in U.S. foreign policy. An exploration of the meaning of these new directions should include a review of the American experience in dealing with the rest of the world since the end of World War II.

The Road to Interdependence, a film with accompanying discussion guide, traces the development of U.S. foreign policy from 1945 to the mid-1970s. The purpose of the film is to identify those principal themes and major events of this period which are relevant to an understanding of current U.S. foreign policy.

The film opens with descriptions of such events as the collapse of the wartime alliance in Europe, the triumph of the Chinese Communists on the mainland, the Korean War, and the establishment of SEATO by then secretary of state John Foster Dulles. It moves on to summarize the cold war crisis and efforts to decrease tension through the Test Ban Treaty signed in 1962-63. The Vietnam War is presented as a domestic and international crisis which divided the nation. The most important segment of the film, however, chronicles other events of the 1960s which created a new international environment for the 1970s--the fragmentation of the Communist world, the emergence of Western Europe as a major economic power, the enlargement of the United Nations as the decolonization process was nearly completed, the changed strategic balance between the United States and the USSR, and the symbolic significance of the Apollo II mission. The film concludes by showing that the 1973 Arab oil embargo and subsequent increase in the price of oil emphasized the fact that all nations were now economically interdependent and the need for global cooperation to solve such problems as population, poverty, and hunger.

This is a useful film for introducing students to the concept of interdependence and stimulating discussion about the consequences of interdependence for U.S. foreign policy in the future.

Supplementary Resources

The Local Community and Global Awareness, by Deborah L. Truhan. ED 146 075. Global Development Studies Institute (1977).

The publication presents more than 60 activities which involve students in examining their own families, schools, and towns for indications of linkages with other countries. The activities were designed in the belief that global awareness can be developed through realization of shared personal interests and economic and social interdependence.

Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education, by Lee Anderson. Mid-America Program for Global Perspectives (1979).

In this book, the author attempts to define the full meaning of global education and to describe the realities which make it imperative. He documents the long-term trend toward the globalization of society and points out some of the educational changes already occuring in response to this trend. The book contains many charts, graphs, and other illustrations which can be easily adapted for classroom use.

International Education for Spaceship Earth, by David C. King. Foreign Policy Association (1971).

The book discusses the educational needs of "spaceship Earth," some obstacles to change, and the efforts of individual teachers, local school districts, and major curriculum projects to introduce a global perspective into the curriculum. Also included are suggestions for developing a global unit at the secondary level.

"Education With a Global Perspective: Avenues for Change," *Intercom* 84/85, by David C. King et al. EJ 147 264. Global Perspectives in Education (1976).

This issue of *Intercom* discusses educational needs in a rapidly changing world and suggests some ideas for the development of education with a global perspective. The goals of global education are identified, and specific competencies which will improve people's chances of participating effectively in the world system are discussed.

Internationalize Your School: A Handbook. ED 137 209. NAIS Committee for International and World Education, National Association of Independent Schools (1977).

This handbook discusses the philosophy and methodology of global studies and presents model frameworks for developing curriculum units. A section directed toward students interested in study abroad contains eight questions to consider and a list of 25 international programs.

International Learning and International Education in a Global Age, Bulletin no. 47, by Richard Remy et al. ED 107 566. National Council for the Social Studies (1975).

This NCSS bulletin reviews recent research in preadult international political learning, presents alternative ways for teachers to view the world, and suggests ways to integrate these alternative views into world studies programs. A good reference for teachers.

"Education for a Changing World," *UNICEF News* 93:3, edited by Miriam Miller. ED 146 095. United Nations Children's Fund (1977).

This issue of *UNICEF News* uses case studies of educational programs in England, Italy, Illinois, and Canada to present information on such strategies for broadening global awareness as community participation and newspaper analysis.

Interdependence Curriculum Aid, coordinated by Margaret H. Lonzetta. World Affairs Council of Philadelphia (1976).

This curriculum guide is organized into eight units dealing with the concept of interdependence. Each unit contains objectives, background, classroom activities, sample discussion questions, audiovisual aids, resource materials, and a bibliography.

The Beginning or the End (16mm sound/color film), produced by Pro-7 Productions. United Nations Association of Minnesota (1977).

This film is based on the Minnesota Declaration of World Citizenship, which has been accepted as a prototype by more than 200 cities in the United States. It portrays very clearly the need for a world citizenship outlook, especially in a world of increasing interdependence. A discussion guide is included.

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Handout 1A

HOW MUCH IMPACT?

Directions: Listed below are 15 headlines from U.S. newspapers. Across from each headline are two continuum scales that can be used to measure the degree of impact (from 1=very little to 5=very much) of the event depicted in the headline. Use the first scale to indicate how much impact the event would have on you as an individual. Use the second scale to indicate the degree of impact the event could have on the United States as a nation. Indicate your choices by circling a number from 1 to 5 on each scale.

	Little Impact				Much Impact
1. OPEC Nations Raise Oil Prices 10%					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
2. Freeze Strikes Brazilian Coffee Plantations					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
3. Dollar Falls in European Money Markets					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
4. Strikes Close Bolivian Tin Mines					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
5. Peru Declares 200-Mile Fishing Limit					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
6. Flu Epidemic Strikes Tokyo					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
7. France Announces Production of 10 SSTs					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

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8. Mexico Discovers New Oil Reserves					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
9. Oil Spill Pollutes Mediterranean Beaches					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
10. Egyptian-Israeli Peace Accord Nears					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
11. Russian Wheat Harvest Below Expectations					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
12. Kenya Approves Use of DDT					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
13. India Announces Development of H-Bomb					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
14. Strikes in Iran Stop Oil Production					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
15. Japan Agrees to Accept More Imports					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

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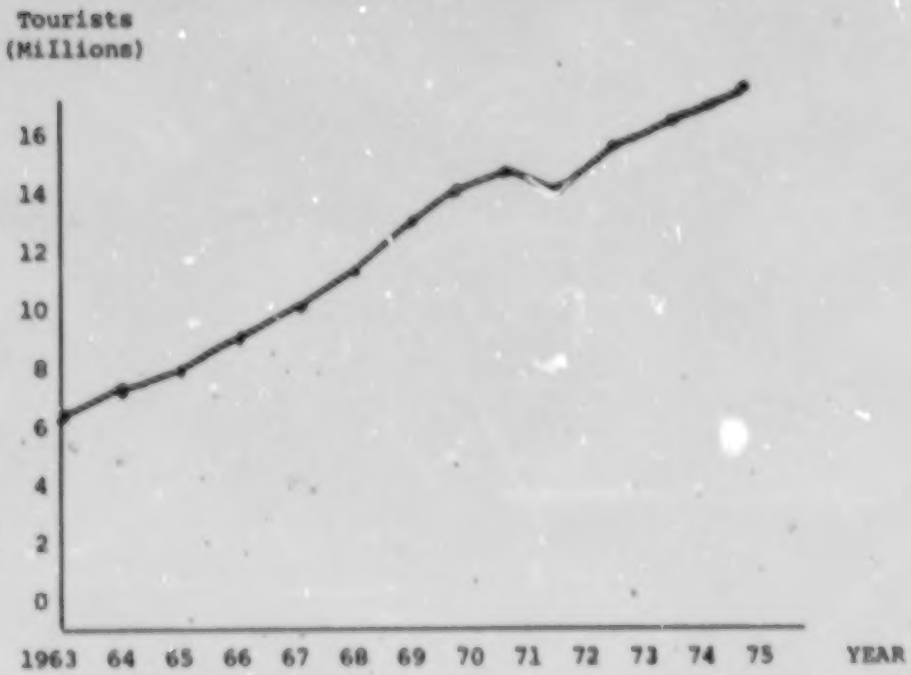
Handout 1B

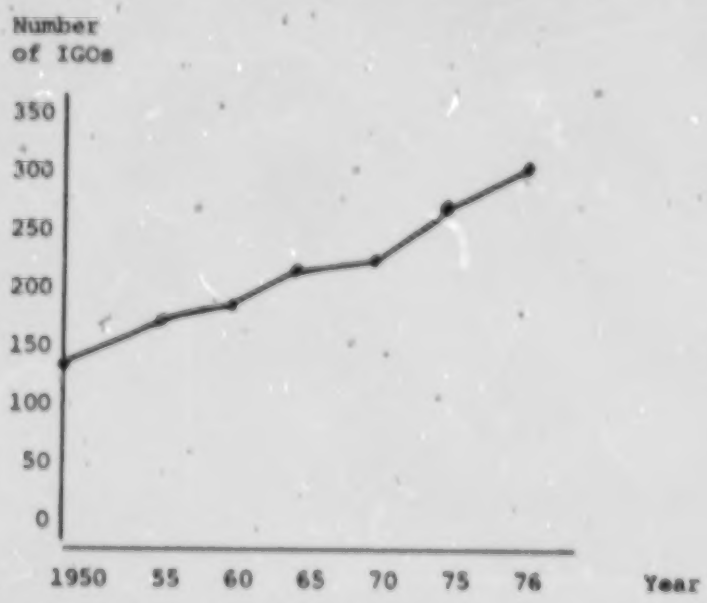
MEASURES OF INTERDEPENDENCE

Foreign Visitors to the United States, 1963-1975



Source: *United Nations Statistical Yearbook*, 1966, 1970, and 1976.

Number of International Organizations (IGOs), 1950-1976



Source: *Yearbook of International Organizations*, 1978 (Union of International Associations). Note: IGOs are defined as organizations whose members represent two or more national governments.

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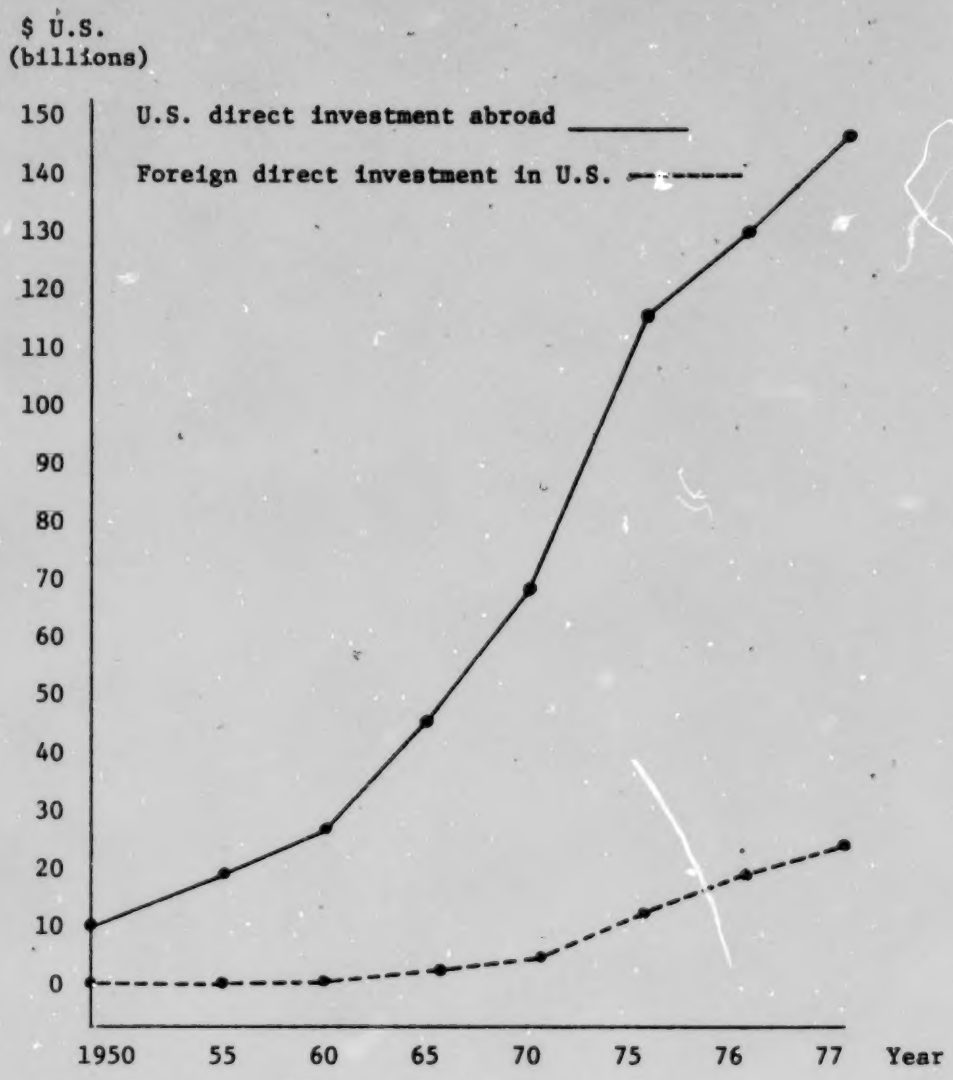
Two-Way Flow of Investments, 1950-1977



Source: *Statistical Abstract of the United States*, 1978 (U.S. Department of Commerce, Bureau of the Census).

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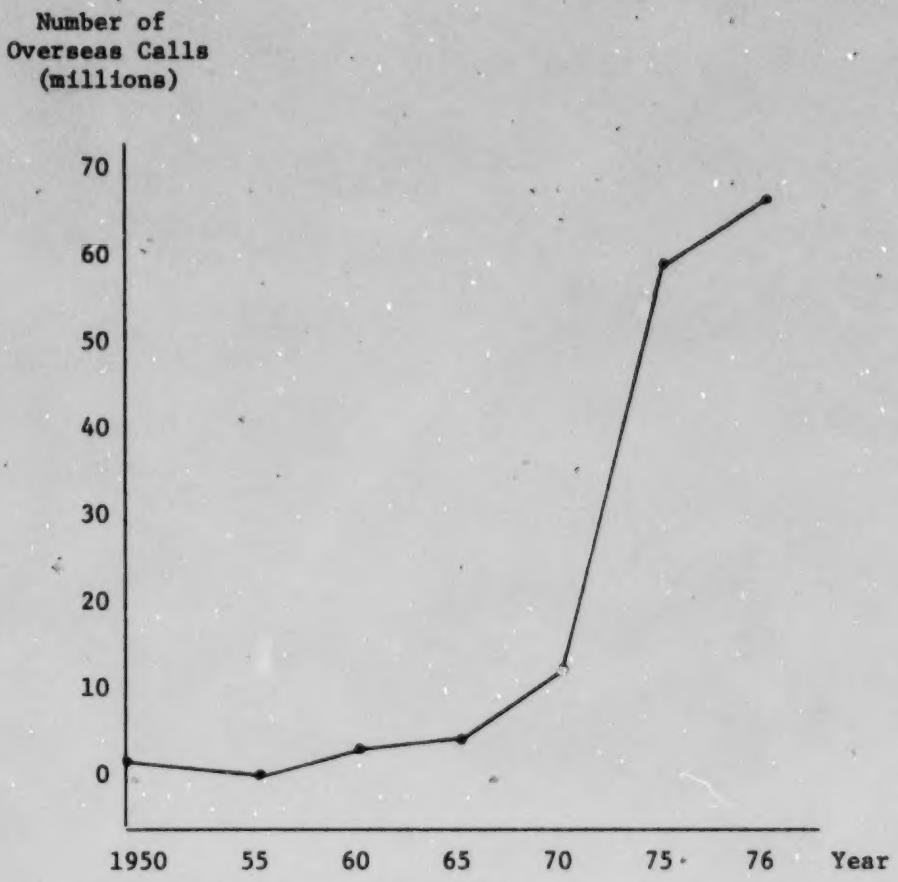
Telephone Calls Overseas, 1950-1976



Source: *Statistical Abstract of the United States*, (U.S. Department of Commerce, Bureau of the Census).

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Handout 1C

NEWS MEDIA ANALYSIS FORM

Directions: Use this form to record the amount of attention devoted to international events or issues by _____ during the period _____.

Publication or broadcast date	% of time/space to global issues	% of time/space to national issues	% of time/space to state/local issues

Of the time/space devoted to global issues and events on each date, what percentage was devoted to each of the subject areas below?

Publication or broadcast date	Peace/ conflict	Trade/ economy	Politics/ government	Energy/ research	Ecology/ environment

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Handout 1D

HOW WEALTHY?

	Country	Area	Average Yearly Income Per Person
1.	Yemen	Middle East	$ 129
2.	Japan	Asia	$3,753
3.	Bolivia	South America	$ 201
4.	Bhutan	Asia	$ 47
5.	Venezuela	South America	$1,567
6.	United States	North America	$6,189
7.	Mali	Africa	$ 54
8.	Switzerland	Europe	$6,387
9.	Gabon	Africa	$1,391
10.	Kuwait	Middle East	$8,042
11.	Mexico	North America	$ 883
12.	Greece	Europe	$1,811

Source: *United Nations Statistical Yearbook*, 1976, pp. 639-643. (Note: No nations from the Communist bloc of Eastern Europe are represented in this list because such nations do not report income data to the United Nations.)

Listed above are 12 nations from six major geographic regions of the world. They represent the wealthiest and the least wealthy nations of each region.

Place all 12 nations in rank order from the wealthiest (#1) to the least wealthy (#12). Also calculate the range of wealth among the nations of the world--the range is the amount of difference between the wealthiest and least wealthy nations.

Rank Order of Nations

	Nation	Average Income
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

The range of wealth among the nations of the world is $

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Handout 1E

DATA LIMITATIONS

To describe and to compare accurately, we need information that is complete and accurate. An important aspect of working with any information is to know some of the limitations of the information being used. Some of these limitations are described below.

--Information may be gathered by governments, but governments have different levels of ability to gather information. For example, a national census in an urban, industrial nation generally will be more complete and accurate than a census in a rural, agrarian nation.

--Information may be falsely reported. For example, a nation may wish to report a false, low average-yearly-income-per-capita figure in order to obtain a greater amount of foreign aid, and a nation may wish to report a false, high life-expectancy rate in order to obtain greater prestige among nations.

--Information about averages tells us a great deal, but is also fails to tell us some things. For example, average yearly income tells us what each person would receive as income if all income were equally distributed. But, of course, income is never distributed equally. Given two countries with the *same* average income, one country could have many poor and many rich citizens, with few middle-income citizens, whereas the other country could have few poor and rich citizens and many middle-income citizens.

--Information frequently includes indicators that are *defined* differently in different nations. For example, literacy rates are used as an indicator of education, yet there is no standard definition of *literacy*. Literacy may be defined in one nation as little more than the ability to write one's own name. In another nation, literacy may be defined as the ability to read and interpret a paragraph. However, such sources as the United Nations materials would report literacy rates with no distinction drawn between the different definitions. Clearly, the different definitions are not comparable.

--Data used as indicators may not mean the same thing to people in different nations. This is especially true with the use of dollar figures to indicate differences in wealth or income between nations. When the money figures of other nations are converted to dollars, exchange rates between various currencies may not be realistic. (An *unrealistic* exchange rate would be one controlled by a nation, so that it is either higher or lower than it would be if it were not controlled.) An even greater problem is the difference that exists between countries with respect to cultural norms and differences in the availability of

goods. A wealthy country develops products and habits that are economically costly; a poor country maintains lower-cost products and habits. For example, in wealthy nations travel may be primarily by private automobile and airplane, whereas in poor nations travel is more likely to be by foot or bus. Families in Bhutan do manage to live (an average life expectancy of 43.6 years) on the equivalent of an income of less than $50 a year, whereas a family in the United States could not exist on an income of $50 per month.

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2. WORLD TRADE AND ECONOMIC INTERDEPENDENCE

The increasing interdependence among nations has had a profound impact on the global economic system. The rapid growth in wealth and economic influence of the OPEC nations, the resource dependency and imbalance of trade exhibited by many oil-importing nations, the rampant inflation and increased unemployment caused in part by energy shortages in many nations--these are just a few examples of the widespread and pervasive impact of changes in the international economy.

Global economic change is evidenced in a variety of ways. The steady increase in world trade is leading us to greater and greater economic interdependence. The General Agreement on Tariffs and Trade (GATT) discussions have likewise stimulated increased trade between nations, as has the growth of multinational corporations. The developed nations and regions (e.g., North America, Western Europe, Japan) are increasingly dependent upon the developing nations for both raw materials and markets. The developing nations in Africa, Asia, and Latin America are dependent upon the more-developed nations for markets, capital, technical and managerial expertise, and high-technology manufactured goods.

An important global economic challenge has been issued by the developing nations in the form of a call for a "new international economic order" aimed at solving the central economic problems of mass poverty and unemployment. The "new order" also demands basic changes in the economic policies of the developed nations--changes designed to open the markets of the developed nations to the exports of the third world and to transfer resources and technology to third-world nations under more favorable terms. Increased foreign assistance for the developing nations is also called for under this "new economic order."

Robert McNamara, president of the World Bank, observed that economic relations between the developed and developing nations would be crucial to the well-being of the world as a whole, at least for the remainder of this century and well into the next. For all nations, trade, energy, raw materials, and inflation will be critical economic issues.

The activities and resources in this unit are designed to help students better understand the complex economic issues that confront the peoples and nations of the world. The two lessons use small-group discussion, role play, readings, and quantitative data to explore U.S. involvement in world trade and to investigate the issue of free trade from the perspective of one U.S. industry.

Lesson 1: U.S. Trade With the World

Increased world trade is one indicator of the trend toward an ever-more-interdependent world. This classroom activity introduces students to the impact that world trade has on a community, state, and nation.

Suggested Courses and Topics: *World history (the global economy, world trade, global interdependence), current issues (global economic issues, world trade, global interdependence).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Identify American foreign trade patterns.
--Explain the roles of states and nations in the global economy.

Sources of Data: Colorado Foreign Trade Directory, *1976 (Denver Chamber of Commerce)*; Statistical Abstract of the United States, *1978 (U.S. Department of Commerce, Bureau of the Census).*

Introducing the Lesson

1. Divide the class into small groups and ask them to brainstorm a list of products which they think might be produced in their state and traded to other nations. Have each group share its list with the entire class.

2. Distribute copies of Handout 2A, "Colorado: A World Trader," and allow students a few minutes to read it. Ask what students learned from the handout about the role of one state--Colorado--as a world trader. They might respond that:

--Although most people might not normally think of Colorado as a state involved in international trade, in fact it is.

--Colorado companies trade in every major geographic area of the world.

--A large variety of products are traded internationally by Colorado companies.

3. Ask students to draw some general conclusions, on the basis of Handout 2A, about their own state or the United States as a whole.

Note: To obtain data about your own state, contact your state or local chamber of commerce or state department of commerce and industry.

Developing the Lesson

4. Distribute copies of Handout 2B, "The USA: A World Trader," and allow students time to read it. Ask what major conclusions they can

draw from the handout. They may respond that:

--From 1960 to 1977, both exports and imports increased to and from all regions of the world.

--The increased dollar amount of trade is one indication of the importance of foreign trade to the U.S. economy.

5. Explain that one useful way of looking at increases or decreases over time is to calculate the percentage of change. Divide the class into eight groups and assign each group to work with one of the geographic areas listed in Handout 2B. Instruct each group to calculate the percentages of change for both exports and imports between 1960 and 1977. (You may need to explain that this number is arrived at by dividing the 1977 figure by the 1960 figure and multiplying by 100. For example, to calculate the percentage of change in exports to developed countries, the equation would be 73,837 ÷ 13,250 = 5.57 x 100 = 557%.) For your convenience, all these percentages of change are provided in the table below.

PERCENTAGES OF CHANGE IN U.S. WORLD TRADE BETWEEN 1960 AND 1977

Area	Exports	Imports
Developed countries	+557%	+909%
Developing countries	+606%	+1,131%
Communist countries	+1,400%	+1,332%
Africa	+699%	+3,188%
Asia	+750%	+1,816%
Europe	+491%	+664%
North America	+625%	+922%
South America	+426%	+384%

6. Tell all the groups to post their answers on the chalkboard. Ask what general conclusions students can draw from the data. They might make the following points:

--The *range* of increases for exports was 426 percent-1,400 percent; the range for imports was 384 percent-3,188 percent.

--Exports to Communist countries showed the greatest growth; exports to South American countries showed the least growth. The greatest growth in imports was in those from African countries; the least growth was in imports from South American countries.

--Both export and import trade with the developing countries is increasing at a more rapid rate than trade with the already developed countries.

--If we ranked the five geographic regions in order from greatest to least percentage of increase in trade with the United States, only Africa and Asia would differ in order. United States *exports* to Asia are increasing most rapidly, while *imports* from Africa lead that list of greatest

growth. (To compute the annual average increase from 1960 to 1977, divide the total percentage by the number of years. The result is the annual average percentage increase in trade by region.)

Concluding the Lesson

7. Encourage students to discuss the implications of these data for the nation, their state or local community, and themselves as individuals. They should make the following points:

--For the nation, the data indicate consistent growth in exports to and imports from all areas of the globe. This is an excellent illustration of increased global interdependence.

--For the local state or community, increased trade may mean more jobs if the increased trade is in exports. An increase in imports may mean a loss of jobs at the local level.

--For the individual, increased trade may mean the opportunity to purchase an imported car, shoes from Brazil or Italy, sweaters from Scotland, a camera from Japan, and much more.

8. You may wish to assign students to investigate trade patterns among specific nations or geographic regions. Using the *United Nations Statistical Yearbook*, students can find data to answer questions similar to those covered for U.S. trade on a global scale.

Lesson 2: Freedom of Trade

The major issue explored in this lesson is economic protectionism. Since the mid-1960s, many manufacturing industries in the United States have been faced with heavy competition from imported products. Consequently, domestic labor and industry have attempted to persuade Congress to implement certain restrictions designed to limit the flow of imported goods. What would be the effects of such restrictions? Do we have the right to restrict trade, especially with the developing nations? Which criteria are most important in determining whether to enact laws aimed at restricting trade? After examining the case study presented in this lesson, students should be able to formulate answers to these questions.

Suggested Courses and Topics: *Economics (world trade, free trade vs. protectionism), current issues (current labor issues, world economic interdependence).*

Time Required: *One class period.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Cite some of the arguments for and against free trade.
--Identify some alternatives to present U.S. tariff laws.
--Appreciate how much the U.S. consumer relies on trade with other nations for daily products.

Sources of Data: *Publications of the International Trade Commission, U.S. Department of Commerce.*

Introducing the Lesson

1. Divide the class into small groups. Distribute copies of Handout 2C, "Feeling the Pinch in the Shoe Industry," and allow students a few minutes to read it.

2. Before continuing with the lesson, make sure that students understand the following terms:

--*Free trade.* The virtual or total absence of such restrictions on trade as tariffs, quotas, and trade preferences.

--*Tariff.* A tax placed on goods imported from abroad. The effect is to raise the price of the imported product because the seller must charge more in order to cover the tax.

--*Quota.* A limit on the amount of a certain type of goods that can be imported into a country.

--*Protectionism.* The application of such restrictions as tariffs, quotas, and trade preferences in order to protect native industries from foreign competition.

Developing the Lesson

3. Ask each group to pretend that it is the U.S. Senate Subcommittee on Commerce and International Trade, whose task it is to consider the problem and make recommendations to the full Senate. Explain that each group will receive more information in the form of statements made by witnesses at a hearing (Handout 2D).

4. Distribute copies of Handout 2D, "Statements For and Against Free Trade." Ask the members of each group to read each statement and then, as a group, analyze the merits of its arguments.

5. After the groups have read and analyzed all the statements, ask each group to report its recommendation to the full "Senate" (class). The spokesperson for each group should be prepared to answer any questions the other students may have about that group's recommendation.

Concluding the Lesson

6. After all the "subcommittees" have made their recommendations, focus a summary discussion on the following questions:

--What are the primary arguments for and against free trade?

--What factors seemed to be most important in determining the recommendation of your group?

--Would your group make a similar recommendation if the imported product happened to be a television set? Camera? Watch? Automobile?

--What were some of the conflicts your group had in deciding on a recommendation?

--How would you feel about free trade if you or a member of your family

a. were a salesperson for Toyota?
b. managed an American watch company?
c. owned a liquor store that specialized in French wines?
d. wanted to buy a German camera?
e. worked as a Peace Corps volunteer in a developing country?

--Are there any other alternatives to our present U.S. tariff laws besides those mentioned in the case study? If so, what?

--What have you learned about free trade from this activity?

Additional Resources for Unit 2

Primary Resources

"Multinational Corporations: The Quiet Revolution?," *Intercom* 74, by David C. King. Global Perspectives in Education (1974).

Important changes are taking place in the world's economy--changes so dramatic that they may rival in impact the Industrial Revolution. As do all large-scale economic developments, these changes are profoundly affecting the social and political systems of nations. One important change is the emergence of the multinational corporation (MNC)--a company that views the entire world as its marketplace.

This special issue of *Intercom* is designed to raise questions about the role of the multinationals and their influence on developing nations, labor markets, and union movements. Attempts to restrict the activities of the MNCs are also covered. The materials include readings, tables and graphs, quotations, statements of divergent viewpoints, follow-up suggestions, and lessons focused on multinationals and the nation state, multinationals and economic development, and controlling the multinationals.

"Multinational Corporations" reflects the concern that the changing global economy is too little understood by students. Lack of knowledge in this area will make it increasingly difficult for both individuals and institutions to respond to changing global conditions. The overall approach of the unit is to present students with differing viewpoints and statistics and to encourage them to formulate and test hypotheses on the basis of available evidence.

Throughout, the materials draw the students' attention to current issues of concern. For example, "Death By Transfer: A Scenario" is a useful classroom activity dealing with the impact on a one-industry town of a corporate decision to move a manufacturing plant to Taiwan. Students are asked to play the roles of various individuals in the town and hypothesize about how these people would react to such a drastic economic change. Follow-up questions widen the focus of discussion to encompass changes in labor policies, trade policies, and community planning. This activity clearly demonstrates the wide variety of effects and implications that result from one decision by a multinational corporation.

"Trade and the Dollar: Coping With Interdependence," in *Great Decisions '79*, edited by Wallace Irwin, Jr. Foreign Policy Association (1979).

To achieve prosperity at home and leadership abroad, what role should the United States play? This is the primary question addressed by "Trade and the Dollar: Coping With Interdependence," a self-contained lesson that reviews the impact of foreign trade on the U.S. economy in an increasingly interdependent world. The materials provided include a nine-page reading with supporting graphs and cartoons, a glossary of terms, a series of discussion questions, and suggestions for follow-up readings. The activity can be completed in one class period.

"Trade and the Dollar" reviews such major global issues as inflation, unemployment, and trade deficits--issues that have an adverse impact on all economies, though the U.S. economy is currently among the hardest hit of the developed nations. The reading provides a concise presentation of complex global economic issues, identifies many of the actors seeking to resolve these issues, and explains the role of the United States in resolving its economic difficulties in an interdependent global economy. "Trade" concludes by reviewing the alternative options for curing the problem of the "sick" dollar, balancing U.S. exports and imports, and establishing a trade policy that meets the needs of the U.S. economy while addressing the demands of the developing nations.

Economics and the Global Society (multimedia teaching kit). Newsweek Educational Programs (1975).

This multimedia program examines the new guidelines for growth that may govern the actions of both developing and industrialized nations through a variety of teaching tools: three filmstrips with tape cassettes, transparencies, two case-study units, narrative readings printed on duplicating masters, and a concluding simulation exercise. The developers have structured their materials so that students will be exposed to four different instructional objectives: concept formation, inquiry learning, skill development, and affective growth. In addition, several of the activities in the kit provide a learning experience that fosters critical thinking as well as student involvement in the subject matter.

The three filmstrips serve as an audiovisual introduction to the program. Part 1 provides a basic framework of economic concepts and principles. Part 2 analyzes the widening disparities between the developed world and the developing world in terms of emerging global problems. Part 3 examines interdependence and the feasibility of a truly global society. The two case studies, "Economics and the Global Society" and "Food: The Economics of Survival," along with the transparencies and the narrative readings, are designed to build on the issues and questions raised in the filmstrips. The concluding activity of the program, a simulation exercise entitled "Control of the Seas," allows students to decide how the United States should manage and use technology and resources.

This program provides a good introduction to economic interdependency. It may be used not only in economics classes but also as a supplement to such courses as world history, sociology, current issues, and world cultures.

Global Marketplace (multimedia teaching kit), by Carol Deegan. Prentice-Hall Media (1975).

Global Marketplace presents students with an excellent overview of the controversies surrounding the role and influence of multinational corporations in the global economy. The program guide that accompanies the two filmstrips and 33rpm records provides the teacher with behavioral objectives, questions to probe key concepts, suggestions for follow-up discussion and related activities, and a short bibliography.

The broad objective of the filmstrip program is to "define and place in perspective" the MNC and its role in an interdependent world economy in

order to prepare students to discuss and understand economic issues that affect "their country, their world neighbors, their own communities, and their own lives." The primary strengths of the materials are good visual images and provocative dialogue, which alternately raises controversial issues and provides divergent responses.

Trade (simulation), by David Rossen. Interact (1976).

This simulation involves students directly in the exchange of goods and dealing in currency that together form the basis of international trade. The materials include a vocabulary list, decision forms, banker's balance sheets, trade and money agreement forms, money sheets, brief descriptions of four world economic crises, and a final test.

Trade reflects the developers' belief that simulation can be used effectively in the classroom to teach concepts, skills, and attitudes. During the simulation, students learn the basic terms and techniques of international trade and finance and the basic relationship between trade patterns and financial patterns. Some specific decision-making and problem-solving experiences provided are making currency exchanges, bargaining for the best import and export prices for products, and making advantageous use of currency and trade regulations and controls. The affective experiences include conflict between individual and national goals and conflict between national goals and the basic goal of international stability.

To begin the game, the students are divided into national or business groups; each then picks the role he or she would like to play within the group. The game proceeds through a series of four cycles of not more than two days each. Each cycle is introduced by a world economic crisis; the nations and businesses meet to plan their strategies in relationship to the crisis. During each cycle, the students receive a list of relevant research topics that add depth to the activity.

Trade is a very effective learning device because it combines traditional research activities and emphasis on cognitive skills with role-playing activities in a simulated environment. It is particularly useful in providing insight into how countries and organizations face typical trade problems.

Baldicer (simulation), by Georgeann Wilcoxson. John Knox Press (1970).

Baldicer, a simulation, stimulates students to think about, analyze, and look for solutions to such pressing global economic concerns as food supply and demand, inflation, unequal distribution of resources, and competition between different economic systems. The package includes a coordinator's manual, a set of 20 student manuals, and all the materials needed to play the game.

Baldicer provides each participant with the opportunity to play the role of food coordinator for a country of 150 million people. It is the food coordinator's responsibility to feed these people; otherwise they will die, and the country will cease to exist. If the latter happens, the unsuccessful food coordinator becomes a part of the "world conscience"; during the remainder of the game, he or she "haunts" the rest of the countries, trying to influence people's thinking and decisions.

Each country starts with a different amount of food. Some countries operate at subsistence level, others at a very high standard of living. The food coordinators engage in negotiating loans and making arrangements to improve the economic potential of their nations. At first the coordinators of the poor countries find themselves entirely dependent on aid from richer countries; however, as this aid enables them to become independent, they too start to compete and challenge the richer, more-powerful nations.

This game is most effective when used as part of a broader, related unit of study.

Supplementary Materials

The World Economy and Multinational Corporations, by the Illinois Council on Economic Education. World Economy and Multinational Corporations (1978).

This booklet contains background materials, suggested lesson plans, spirit masters, and tests for exploring such questions as the potential for conflict between politics and trade, ethical practices in business, and the impact of world trade on U.S. jobs.

Mid-America Trades With the World. ED 151 286. Mid-America Program for Global Perspectives (1978).

Extensive data about Midwest trade with world areas, along with case studies and practical examples of how trade occurs, are contained in this excellent teaching resource for secondary classes studying economic interdependence.

"The U.S. in the World Economy," in *Great Decisions '76*, edited by Norman Jacobs. Foreign Policy Association (1976).

This reading, which provides an overview of the major economic issues facing nations today, is a good introduction to global economic interdependence.

American in the World Economy, Headline Series no. 237, by C.P. Kindleberger. Foreign Policy Association (1977).

This monograph covers U.S. trade policy, foreign aid, foreign investment, and the international monetary system. It is good background reading for high school seniors reading at or above grade level.

Global Interdependence and the Multinational Firm, Headline Series no. 249, by L.N. Cutler. Foreign Policy Association (1978).

The role of multinational firms in the international economy and efforts to regulate those firms are treated in this supplementary reading for capable students in grade 12.

The Global Economic Prospect: New Sources of Economic Stress, Worldwatch Paper no. 20, by Lester R. Brown. Worldwatch Institute (1978).

A noted researcher examines the intertwined problems of diminishing productivity, inflation, capital shortages, and unemployment from a global perspective. Good background reading for teachers and advanced high school students.

Politics of Trade. League of Women Voters (1975).

This pamphlet can serve as a basic introduction to the study of trade problems for students with little or no background in international economics.

Controlling Interest (16mm sound/color film). American Friends Service Committee (1978).

The film takes a strong moral position which argues for limiting the role and influence of multinational corporations on developing countries. Also included is a section on the ways in which multinationals attempt to determine foreign policy.

Rich Man, Poor Man: Trade (16mm sound/color film), produced by BBC-TV. Time/Life Multimedia (1972).

Standards of living in rich and poor countries involved in the tea and cocoa trade are compared in this 52-minute film, which raises fundamental questions about values and practices that govern trade and business.

The World Economy (filmstrip/tape cassette), produced by Teaching Resources Films. Joint Council on Economic Education (1972).

This filmstrip, which comes with a companion booklet, outlines world trade, trade barriers and policies, international investments and monetary systems, and the role of the United States in the world economy. It is suitable for students or as a teacher reference.

Europe's Common Market: Problems and Prospects (filmstrip/tape cassette), by Milan B. Skacel. Current Affairs Films (1972).

This filmstrip about the Common Market examines the basic causes of friction and disagreement among member nations, focuses on the issue of national sovereignty in the context of the overall objectives of the market, and assesses the prospects of the group's evolvement into an economic superpower.

Multinational Corporations: A Silent Revolution? (filmstrip/tape cassette), by Curtis Colby. Current Affairs Films (1976).

The role, size, and structure of multinational corporations are explored in this filmstrip, which can be used to introduce the topic to high school juniors and seniors studying interdependence or multinational corporations.

The Dollar in Today's World (filmstrip/tape cassette), by Milan B. Skacel. Current Affairs Films (1972).

This filmstrip with accompanying cassette tape and discussion guide surveys the changing role of the dollar in the global economy. It is a good introduction to a study of inflation or of the global monetary system.

Handout 2A

COLORADO: A WORLD TRADER

When people think of Colorado, they often think of skiing, fishing, hiking, farming, and ranching. Since it has no major harbors or ports, and since it is not considered to be a major industrial state, few people would imagine that Colorado is actually heavily involved in world trade.

The five companies listed below are representative of Colorado's many world traders.

--American-Coleman Co. (aircraft towing tractors for Europe, South America, Asia, and the Middle East).

--Bingo King Co. (Bingo equipment and supplies for Asia, Europe, and the Pacific Islands).

--Colorado Fuel and Iron Corp. (iron and steel for all regions of the world).

--Lear Siegler Co. (air-pollution-control equipment for Australia, Canada, and Italy).

--Mount Sopris Instrument Co. (mineral-exploration equipment for Africa, Europe, Central and South America, and the Middle East).

Among the products of the more than 300 Colorado companies engaged in world trade are skis, tennis rackets, precision tools, glassware, solar collectors, animal pregnancy-testing equipment, contact-lens cleaning solution, parachute hardware, cultivators, biofeedback systems, hydraulic hoists, farm machinery, sprinkler equipment, billiard tables, video instruments, laboratory equipment, meteorological instruments, ceramics, computers, beer barrels, carnations and roses, snack-food vending machinery, exercise bicycles, conveyors, rock-climbing equipment, TV and radio antennas, belts and buckles, veterinary supplies and instruments, industrial batteries, gymnasium equipment, backpacking equipment, fishing equipment, hospital carts, oil-well drilling equipment, photographic equipment, water heaters, candy, golf equipment, industrial chemicals, x-ray equipment, saddles, greeting cards, soap, neckties, dustmops, pumps, mine hoists, meat products, medical identification tags, portable floodlights, electrosurgical instruments, kilns, cattle, horses, sheep, hogs, rifle scopes, cement, fire alarms and extinguishers, tents, luggage, dental chairs, western and square-dance apparel, jewelry, solar heating and cooling equipment, tractor parts, pipe, calendars, diesel engine tools, dental irrigating equipment, respirators, sauna heaters, rubber pipe, power resistors, vitamins, filters, telephone cable, photographic paper and film, hearing aids, poultry incubators, barometers, laser-power measuring equipment, and can-making machinery.

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Handout 2B

THE USA: A WORLD TRADER

U.S. Exports (in $ millions)

Area	1960	1965	1970	1977
Developed countries	13,250	18,315	29,877	73,837
Developing countries	7,131	9,023	12,993	43,282
Communist areas	194	140	354	2,716
Africa	793	1,229	1,580	5,546
Asia	4,186	6,012	10,027	31,429
Europe	7,399	9,364	14,817	36,296
North America	5,506	7,742	12,367	34,412
South America	2,177	2,175	3,244	9,276

U.S. Imports (in $ millions)

Area	1960	1965	1970	1977
Developed countries	8,605	14,067	29,259	78,206
Developing countries	5,965	7,145	10,442	67,480
Communist areas	84	142	227	1,119
Africa	534	878	1,113	17,024
Asia	2,721	4,528	9,621	49,422
Europe	4,268	6,292	11,395	28,331
North America	4,429	6,579	13,970	40,823
South America	2,435	2,624	2,958	9,343

Source: *Statistical Abstract of the United States*, 1978 (U.S. Department of Commerce, Bureau of the Census), p. 876. Note: The category "developed countries" includes Canada, Western Europe, Japan, Australia, New Zealand, and the Republic of South Africa. The category "developing countries" includes the rest of the world except Communist nations.

Handout 2C

FEELING THE PINCH IN THE SHOE INDUSTRY

For the past 40 years or so, the reduction of trade barriers around the world has generally been considered to be the surest long-range way of creating jobs in the U.S. and abroad. Between 1966 and 1976, however, the dollar value of shoes imported from other countries increased almost 800 percent. During the same period, the percentage of the total shoe market accounted for by imported shoes increased from 13 percent to nearly 50 percent. Because many of these shoes came from Taiwan and Korea, where wages are significantly lower than they are in the United States, they can be sold more cheaply than those manufactured in this country.

The tariff rate imposed by the United States on shoes is approximately 10 percent. However, the Trade Act of 1974 allows an import preference to developing nations; thus, products from those countries are subject to a lower tariff.

Since 1968, more than 300 domestic shoe companies have gone out of business, with the concomitant loss of 70,000 jobs. The growing penetration of the United States market by overseas shoe producers has created a chorus of cries for action.

In response to this pressure, the U.S. Senate Subcommittee on Commerce and International Trade initiated a series of hearings in early 1978 to examine the impact of foreign imports on the domestic shoe industry. This subcommittee has the authority to recommend to the full Senate several possible courses of legislative action on the basis of its analysis of arguments for and against protection of the threatened industry. A simple majority vote in the Senate would put into effect the recommendation of the subcommittee.

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Handout 2D

STATEMENTS FOR AND AGAINST FREE TRADE

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Statements Against Free Trade

1. Fred Reardon, vice-president, Independent Shoemakers of America: "Drastic changes in the world economy have occurred since the end of World War II, and America's position in world trade has been deteriorating rapidly in the past ten years. A large part of the decline of America's position in the world economy is related to our government's failure to protect U.S. industries from unfair import competition. We are not against trade. We understand the need for developing countries to also share in some of the fruits of this earth of ours. But we also understand very much that there can be no such trade around the world unless the rules are the same for everybody. In effect, we say, 'Come and get it.' Nobody else does that. But we do. Federal programs to retrain our workers are a joke. They have become bogged down in red tape and bureaucracy. We would rather the government prevent the jobs from being lost in the first place. Other nations have taken steps to protect their industries. Unless our government does the same, we will soon be overrun by imports." Recommendation: Increase the tariff rate to 40 percent once a 250-million-pair annual quota of shoes is exceeded.

2. James Harvey, chairperson, American Association of Shoe Manufacturers: "Last year profits in the shoe industry plummeted to their lowest point ever. We blame this on the competition brought on by the steadily increasing amount of foreign shoes imported into this country. Our workers, with an average wage of about $4.80 an hour, can't possibly compete with foreign workers earning $.40 or $.50 an hour. As a result, we are being forced to lay off thousands of workers each year. The American worker who loses his job can no longer be a customer for the products of American business. He will receive unemployment insurance payments, but when they run out he may be forced to go on welfare. This will add still another burden to the community. Unless tariffs are raised significantly, we will have no choice but to close down even more industries or else move them overseas to take advantage of the cheap labor situation there." Recommendation: Repeal the Trade Act of 1974 and increase the tariff rate to 50 percent on all imported shoes.

3. David Collins, president, U.S. Shoe Retailers Association: "We deplore the decline of the American shoe industry and the jobs that have been lost as a result. We are particularly against the unfair practice whereby some countries provide financial assistance to their exporters on the one hand and erect trade

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barriers on the other. On the other hand, if the domestic industry is afforded too much protection, this could lead to an unhealthy, noncompetitive atmosphere where U.S. manufacturers could raise their prices virtually at will. This would cause many stores to lose their customers and lay off their employees. We are willing to accept some higher prices but only if good-faith efforts are made by unions to improve productivity and by the manufacturers to modernize their plants and equipment." Recommendation: Increase the tariff to 20 percent once a 250-million-pair annual quota is exceeded. If the figure exceeds 300 million pair per year, increase the tariff to 30 percent.

Statements in Support of Free Trade

1. Joseph Dowling, spokesperson, Industry and Trade Administration, U.S. Department of Commerce: "There are few things less desirable for the prosperity and peace of the world than a resurgence of protectionist sentiment in America. If we close our markets through special concessions to special groups, we may be sure that the markets of the outside world will be to that degree shut in our face. This could lead to a deterioration of our relations with foreign countries. Also, free trade is one of the few means that poorer nations have available to gain the capital for development. Instead of erecting another trade barrier, we ought to help threatened companies gain access to computers and modern management methods, and distribute assistance so that workers may be retrained for other jobs. Remember, the severe tariff restrictions imposed by the United States in the late 1920s were a leading cause of the worldwide depression that soon followed. Let us be careful not to turn back the clock to the point where a new trade war may break out between nations." Recommendation: Keep tariff rates at current levels; provide financial assistance to beleagered companies; develop programs to retrain workers.

2. Elizabeth Meyers, representative, National Consumers League: "This country is already facing a high inflation rate which is saddling consumers with substantial increases on the prices of manufactured goods. The ills of our trillion-dollar-plus economy cannot be blamed on $45 billion of imports. An increase in existing tariff rates is not the solution. In fact, it will only serve to reduce competition and push the inflation rate even higher. We estimate that an increase in the tariff on imported shoes will mean $200-300 million in additional costs to the consumer. Many of the companies seeking protection are 'basket cases' to begin with. The owners have failed to modernize and want to close the plants, but community pressure has prevented them from doing so. Now they can blame it on imports and therefore on the

government for not protecting them. We must ask ourselves: Is this really a key industry that is in need of protection?" Recommendation: Decrease the current 10-percent tariff on shoes.

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3. GLOBAL CONFLICT AND THE ARMS RACE

No longer can nations isolate themselves from involvement in global politics. As the nations of the world reach increasingly higher levels of technological development, the increased interaction among interdependent nations leads to both greater opportunities for mutually beneficial cooperation and increased possibilities for international conflict.

There is little doubt that most nations and peoples of the world would prefer the peaceful pursuit of economic progress and social stability to the costly and disruptive effects of international conflict. The obvious question is, then, how best to prevent conflict among nations.

One approach to conflict prevention is *collective security*. Collective security is achieved when nations join together to collectively ban acts of aggression, whether such acts are committed by or against any member of the group. The League of Nations and the United Nations are two recent examples of this approach.

Historically, the main approach used by nations to avoid conflict has been the maintenance of a *balance of power*. Under this sytem, security is maintained when parties to a potential conflict prevent others from becoming militarily stronger. In most cases, a balance of power has been maintained in part through military alliances--e.g., the North Atlantic Treaty Alliance (NATO).

Since World War II, *nuclear deterrence* has played a major role in the balance of power between the USA and the USSR. The theory behind deterrence is that both nations possess such an abundance of nuclear weapons that each side is deterred from full-scale aggression by the threat of mutual nuclear annihilation. In recent years, efforts to control the development, manufacture, and spread of nuclear weapons have acted to stabilize the nuclear aspect of the global arms race. Limited conflicts, ranging from terrorist raids to full-scale conventional warfare, continue to occur frequently.

The materials and lessons in this unit were selected to help students better understand the complexities of conflict and conflict resolution which confront the nations and peoples of the world. The additional resources cited employ films, filmstrips, games, simulations, and readings to explore causes of conflict, methods of conflict resolution, actors in conflict situations, and the background of specific conflict situations. The two classroom lessons use small-group discussion, readings, and quantitative data to examine the costs of war and the possibilities for the occurrence of nuclear warfare.

Lesson 1: The Cost of Arms

In 1976, world military expenditures reached an average of $1 billion per day. Within most nation states, military and social programs compete for shares of limited national budgets. This lesson introduces students to an examination of global patterns of arms expenditure and supply.

Suggested Courses and Topics: *Economics (military and social expenditures), world history (armaments and conflict), contemporary issues (arms race, conflict, military vs. social expenditures).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Compare national expenditures for military and social programs.
--Identify major arms suppliers on a global scale.
--Discuss major reasons for and against the U.S. role in supplying arms to other nations.

Source of Data: *Ruth Sivard,* World Military and Social Expenditures *(New York: Institute for World Order, 1978).*

Introducing the Lesson

1. Distribute copies of Handout 3A, "How Countries Spend Their Money," and allow time for students to complete the activity in small groups. Clarify for students that the per-person (per-capita) figure is obtained by dividing the total dollar amount spent by the total population. (For your convenience, the actual rankings are provided below.)

Answers to Handout 3A

	Military Expenditure per person	Health Expenditure per person	Education Expenditure per person
1.	Saudi Arabia, $593 (3)	Sweden, $582 (1)	Sweden, $625 (2)
2.	USA, $426 (5)	West Germany, $424 (3)	Saudi Arabia, $512 (3)
3.	USSR, $370 (7)	Canada, $413 (4)	Canada, $506 (4)
4.	Sweden, $286 (8)	USA, $218 (13)	USA, $415 (7)
5.	West Germany, $247 (10)	Japan, $173 (16)	West Germany, $308 (15)
6.	Canada, $135 (23)	USSR, $70 (27)	Japan, $250 (21)
7.	Japan, $42 (49)	Saudi Arabia, $61 (31)	USSR, $181 (25)
8.	China, $19 (64)	Brazil, $9 (68)	Brazil, $35 (61)
9.	Brazil, $17 (67)	China, $3 (97)	China, $11 (97)
10.	India, $5 (101)	India, $1 (118)	India, $4 (121)

Note: The figures in parentheses are world rankings among 140 nations. For example, Saudi Arabia ranks third in the world for per-capita military expenditures, and the United States ranks fifth among 140 nations.

2. Announce the actual rankings in the three categories and discuss each category in turn, using the following questions to stimulate the students' thinking.

--Which countries have the highest per-capita military expenditures? Why? (USA, USSR, Saudi Arabia. Cold-war tensions between Communist bloc and Western nations; Middle East tensions related to Israel and the Palestinian question.)

--Which countries have the lowest per-capita military expenditures? Why? (Brazil and India. Both are developing nations with pressing economic problems. India has a serious population-growth problem.)

--Which countries have the highest per-capita social expenditures? Why? (Sweden, Canada, West Germany, United States, Saudi Arabia--industrialized, developed nations and newly wealthy oil-producing nations.)

--Which countries have the lowest per-capita social expenditures? Why? (India, China, Brazil--developing nations whose primary emphasis is on industrialization and agricultural development.)

Developing the Lesson

3. Point out that after countries, or their leaders, make decisions about how to allocate their national budgets, they must then find suppliers. Ask students which nation they think is the greatest supplier of armaments to other nations. (If they guess the United States, they are correct. In 1966, U.S. military sales were $1.6 billion; by 1976, such sales had grown to $7.5 billion.)

4. Distribute copies of Handout 3B, "The Arms Market," and allow students a few minutes to read it. The major point to be derived from the bar graph is the great variation in the dollar amounts of arms sales by the United States, the USSR, and other leading arms suppliers.

5. Encourage students to speculate about the reasons why the ten nations listed in the handout purchased arms from the United States, or distribute copies of Handout 3C ("Why They Buy Arms") and let students do the matching exercise. (For your convenience, the answers are provided on the next page.)

6. Some people feel that it is immoral for the United States to be the world's major supplier of war materials. You might want to discuss this viewpoint in class. Points to be covered could include the following:

--Can the United States afford to give up a profitable export item, especially in the face of recent trade deficits?

--Can the actions of the United States alone really make a difference? If the United States refuses to sell weapons, won't other nations simply buy from Russia or France instead?

--If NATO nations are major arms purchasers, is it in the best interests of the United States to take actions which might weaken NATO?

--What role should moral issues play in deciding national policy?

Answers to Handout 3C

1. Iran	J
2. Israel	E
3. Saudi Arabia	G
4. Germany	B
5. United Kingdom	I
6. Korea	H
7. Greece	C
8. Taiwan	A
9. Spain	D
10. Turkey	F

Concluding the Lesson

7. If global military expenditures were cut by 5 percent, the yearly savings would be $15-20 billion. To conclude the lesson you might ask students, as a class or in small groups, to consider two questions:

--If an "extra" $15-20 billion were suddenly made available to the world, how might it best be spent to further the interests of humankind? Rank the human needs that could be addressed in order of priority. Should all nations be helped, or only the most needy?

--If military budgets were reduced, how likely is it that the savings would actually be directed toward these needs? For example, if the United States reduced military spending by $15 billion, where would the money be likely to go--social programs? Tax relief? Foreign aid?

Lesson 2: Nuclear War--How Likely?

Since 1945 human society has lived under the shadow of the mushroom cloud. As nuclear weapons have grown more deadly and destructive, more and more people have come to believe that all nations must work together to promote peace. The materials in this lesson should help students recognize the advantages of bringing the spiraling arms race under control and, at the same time, finding more effective means of international cooperation.

Suggested Courses and Topics: *American history (post-World-War-II military trends), world history (arms and disarmament, military interdependence), current issues (peace and conflict, international relations).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this activity, students will be better able to:*

--Use data from graphs and tables to discuss the growth and impact of nuclear weapons on the conduct of warfare.
--Identify and explain the factors that may lead to a nuclear confrontation.
--Cite reasons why there is a need for effective cooperation between nations, especially in view of the fact that more and more nations are gaining access to nuclear weapons.

Sources of Data: *The Stockholm International Peace Research Institute*, World Armament and Disarmament, *SIPRI Yearbook 1978 (New York: Crane, Russak & Co., 1978)*; *Joseph and Roberta Moore*, War and War Prevention *(Rochelle Park, N.J.: Hayden Book Co., 1974)*; *Joint Committee on Atomic Energy, U.S. Congress.*

Introducing the Lesson

1. Introduce students to the issues of arms and disarmament in an interdependent world by distributing copies of Handout 3D, "The Growth and Destructiveness of Nuclear Weapons."

2. Explain that by examining the data which compare the actual blast damage of World War II atomic bombs with the potential damage that could be done by modern thermonuclear weapons, students should be able to understand that nuclear weapons add an entirely new dimension to warfare. The following questions may be used to assist students in their exploration of this issue:

--In Table 1, how does the power of recently developed nuclear weapons compare with the power of the A-bomb used at the end of World War II? (The new weapons are many times more powerful.)

--In Tables 2 and 3, what are some of the implications of using more-powerful nuclear weapons? (Massive destruction of life and property, long-term radiation damage, no winners--just losers.)

--What predictions might you make about how major wars will be fought in the future? (Greater destruction, more dependence on advanced technology, higher cost, more casualties.)

--Besides being potentially more destructive, how might wars fought with ICBMs differ from those fought with conventional weapons? (The ability to use ICBMs means that contact between enemies will be more impersonal.)

--What might be one result of this situation? (Less inhibition against using weapons which could annihilate millions.)

Developing the Lesson

3. To further explore the potential impact of nuclear weapons on the conduct of war, ask students to form small groups and distribute copies of Handout 3E, "Nuclear Confrontation--Four Scenarios." The questions that precede the scenarios will help focus attention on the plausibility of each of the scenarios.

4. Discuss students' responses to the scenarios. Make sure to point out that scenarios are one technique for analysis which enables us to more-effectively deal with and prepare for a rapidly changing world. (One outcome of the discussion should be the realization that since nuclear weapons exist, we cannot consider the future without explicitly considering that these weapons may be used.)

Concluding the Lesson

5. Provide students with copies of Handout 3F, "List of Nations," and ask them to mark an "X" next to each country that currently has enough nuclear capability to destroy the world and an "O" next to each nation that reasonably might develop that capability within ten years. (The "X" nations are the People's Republic of China, France, India, the United Kingdom, the USSR, and the USA. All the rest should be marked "O.") Tally their responses on the chalkboard; then indicate what the correct responses should be.

6. Focus a class discussion on the following questions:

--Are the actual results surprising? If so, why?

--What are the implications of this situation? (Nuclear weapons are a growing threat to world safety.)

--Would an arms-limitation agreement between the USA and USSR solve the problem? (No, because other countries have nuclear weapons, too.)

--As more and more countries acquire nuclear weapons, what happens to the probability that someone might miscalculate and use them accidentally? (Obviously, it increases.)

--Is it becoming more or less likely that terrorists or disturbed leaders might someday acquire nuclear weapons? (More likely.)

--Several years ago a college student in the United States revealed his blueprints for building a nuclear bomb. After examining these plans, the Atomic Energy Commission admitted that the bomb would work. Does the availability of nuclear knowledge present any dangers? (Yes; as more people and nations gain nuclear capability, the probability that someone will use it increases.)

--Assuming that the spread of nuclear weapons poses serious problems for humankind, what might be done to solve the problem? (Arms-limitation agreements between major powers, international peacekeeping conferences, U.N.-sponsored agreements to use nuclear power only for peaceful ends.)

Additional Resources for Unit 3

Primary Resources

Peacekeeping, by Jack Fraenkel, Margaret Carter, and Betty Reardon. Random House (1973).

For the first time in history, all nations are faced with the possibility of being completely destroyed. What new approaches are needed to settle international conflicts? Which models of global systems would be most effective in establishing real peace? Can this generation help in the search for a workable alternative to war? Students examine these and related questions in this five-chapter booklet designed to help students analyze obstacles to the achievement of peace, justice, and better living conditions for the peoples of the world.

The booklet opens with a futuristic scenario in which a Brazilian guerrilla group threatens to detonate a nuclear device, secretly assembled near a large U.S. city, unless its demands for a "liberated" Brazil are met. Students are asked to suggest possible courses of action and speculate about the results of various alternatives. The next two chapters deal with existing systems for resolving international conflicts and the destructive potential of nuclear, biological, and chemical warfare. In chapter 4, four models or systems are presented that describe possible courses of action or interaction among nations. The models are both historical and futuristic; each is accompanied by a case study designed to show how it has worked or might work. In the concluding chapter, students are asked to test the models and consider which would be most effective in dealing with the hypothetical future crisis presented in the opening chapter.

Peacekeeping should generate student interest through its well-described cases and suggested alternatives to the present international system. Although it deals with a concept (global systems change) which may be advanced for some high school students, the careful selection of materials and the simple reading level should allow most students to grasp the meaning of this concept.

The Hat (16mm sound/color film), produced by the World Law Fund. McGraw-Hill Films (1970).

The Hat, a 20-minute animated film with background music by Dizzy Gillespie, deals with "boundary lines" between people--artificial, human-made barriers which frequently cause conflicts. A set of brief discussion questions accompanies the film.

The story line presents two soldiers guarding a boundary line--presumably, one that separates two nations. Neither soldier is allowed to cross the artificial line, yet a variety of animals do so. The questions raised are: What are boundaries? Who makes boundaries? What do boundaries enclose? A minor event occurs which two reasonable people should be able to resolve easily, yet the two soldiers prove unable to do so in a scene which becomes a zany demonstration of bureaucratic rules

and red tape. The discussion between the two soldiers broadens to explore the causes of conflict and possibilities for controlling human conflict. One conclusion drawn is that some kind of higher authority is needed to settle disputes on both personal and international levels.

The Hat is designed to help students explore a wide range of questions: Can human political and social systems adapt to changing conditions? How can war or human conflict be controlled or prevented? What viable means of settling international disputes can be devised? Is a global legal authority a viable means of conflict resolution? How do we safeguard the right to be different?

This film offers an excellent visual portrayal of boundaries as a cause of conflict. One weakness of the film is the voice track, which some students may have difficulty understanding.

The United Nations: End of a Dream (sound/color filmstrip), by Curtis Colby. Current Affairs Films (1977).

What effect has the United Nations had as a world peacekeeper? Has it outlived its usefulness as a force for world peace? How can the U.N. stop a major power (e.g., Russia, China, the United States) from doing what it thinks is necessary for its national self-interest? These and related questions are examined in this color filmstrip, with tape cassette and teacher's guide, which can be shown and discussed in one class period.

The objective of the filmstrip is to motivate students to evaluate the United Nations by raising questions about its role in the modern world. For example, can the U.N. continue to serve as the representative body for international law and order? Should functions other than the peacekeeping role receive greater emphasis in the future? In support of this objective, the filmstrip describes the "dream" at the end of World War II that the U.N. would be able to truly keep the peace as well as serve as a forum for international cooperation. Throughout the program, however, the point is clearly made that the U.N. is not a world government; because of its inherent nature, conflicts between powerful member nations are inevitable.

Global Powderkeg (simulation), developed by C. Frederick Risinger and David D. Victor. Mid-America Center for Global Perspectives (1975).

Global Powderkeg is a simulation based on the history of an actual situation in the Middle East in 1975. The teacher's manual includes an opening scenario that serves as an introduction to the buildup of tensions in the Middle East, teaching objectives, a description of the game, detailed instructions for using it in the classroom, and all materials needed for playing the game.

The purpose of the simulation is to promote a better understanding of--and appreciation for--the complexity of decision making in foreign policy. Specifically, it raises questions about the influence of personality on foreign policy, about some of the loyalties that compete for the allegiance of the decision maker, and about the extent to each nation is a "prisoner of its own past."

The "Powderkeg" world consists of eight nations: Israel, France, Saudi Arabia, Syria, Egypt, United States, USSR, and the Palestinian Liberation Organization. Students are divided into equal groups representing these nations. After background materials about each nation have been distributed, students are allowed 15 minutes to decide on strategies, negotiate with other nations, deliberate, and fill out a decision form. These forms are then read aloud by the teacher, and a new world scenario is determined by referring to a "scenario scanner." Nearly all possible alternative decisions have been accounted for by the scanner, but if an unusual agreement is reached (such as one between Israel and the USSR), it is suggested that teacher "creativity" be utilized to either select the most logical scenario from those in the scanner or create a new one. After each decision round, each group scores itself on how well it has achieved its goals. During the subsequent rounds, the groups attempt to accomplish all of their respective goals.

The emphasis in *Global Powderkeg* is on flexibility and teacher creativity. Once the framework has been established, teachers are free to adapt, add, or delete any of the game's components. For example, to reflect the peace treaty recently signed by Egypt and Israel, teachers may decide to adjust the opening scenario and/or replace Egypt with a more-militant Arab state. If the teacher decides not to make these adjustments, the game can be used historically as an example of conditions in the Middle East before the peace treaty was signed.

Conflict (simulation), developed by Gerald L. Thorpe. Simile II (1972).

This simulation game is about a conflict which erupts in the year 1998 over a violation of a ten-year-old disarmament agreement. The materials provided are manuals for each of the participants and a coordinator's manual which contains an introduction, objectives, a suggested time schedule, procedures, and questions for debriefing.

The game is designed to allow students the opportunity to experiment with a hypothetical solution to the problem of administering world peace among nations. The intention is not to present a model of what *should* be (or even of what *will* be) but simply to stimulate students to look for an organizational model that would enable global citizens to deal with the increasing political complexity of the world.

Within this setting, students serve as leaders of nine nations and as members of world organizations. An international crisis emerges when one nation violates a disarmament agreement and the World Court issues "cease and desist" orders. The nation's violation is referred to three world councils which must decide what actions to take against the violaters. As the councils decide on courses of action, representatives of the nations involved prepare brief position statements, formulate mutual agreements, and attend separate council meetings. After the councils have made their decisions, each nation meets to decide on a response and fill out a final response form. Results are then computed, and the outcome is reported. If the crisis is resolved, everyone wins; if the international political system collapses completely, everyone loses.

The success of this game depends on participants' having a relatively serious and mature view of the world. For this reason, and also because the game objectives are rather sophisticated, it may prove difficult to use effectively with groups other than advanced high school students. For most students at this level, however, the simulation provides a realistic and worthwhile learning experience.

Supplementary Resources

The Debate Over Detente, Headline Series no. 234, by Charles Gate and Toby Trister Gate. Foreign Policy Association (1977).

This pamphlet, which traces the developments which prompted the United States and USSR to move toward detente, contains sound, readable descriptions of the current strategic, economic, and political relationships between the two superpowers.

The Cold War and Beyond: From Deterrence to Detente to What?, by Lawrence Metcalf, Betty Reardon, and Curtis Colby. Random House (1975).

This book contains good descriptions of cases which are designed to help students explore the concepts *balance of terror* and *stabilized deterrence* and suggests alternatives to the present international system.

Peacekeeping: A Guide to Conflict Resolution for Individuals, Groups, and Nations, by Barbara Stanford. Bantam Books (1976).

Conflict resolution, aggression, global identity, force, and diplomacy are treated in this book, along with suggestions for reorganizing society and methods of working for peace. Some interesting and sophisticated exercises are included.

Teaching About War and War Prevention, by William A. Nesbitt. Foreign Policy Association (1971).

This book is an attempt to translate the research about war and war prevention into a conceptual framework of value to classroom teachers. It includes suggested teaching units, practical classroom suggestions, and an extensive list of resources and resource organizations.

Nationalism (multimedia kit), by John Gibson and Richard F. Koubek. Newsweek Educational Programs (1974).

This multimedia teaching kit investigates the complex concept *nation state* and describes four common patterns of nationalism. The authors conclude that today's nationalism may be highly disruptive in view of the growing need for international cooperation required to maintain peace and allocate resources.

The Race Nobody Wins (sound/color filmstrip). Citizens' Organization for a Sane World (1979).

Narrated by actor Tony Randall, this 15-minute filmstrip is designed to stimulate thought and discussion about the accelerating U.S.-Soviet arms race and the proliferation of nuclear weapons over the past three decades. Included are a teacher's guide and an extensive bibliography of recent publications about the arms race.

Unforgettable Fire--Drawings by A-Bomb Survivors (slides/tape cassette), produced by the Japan Broadcasting Co. American Friends Service Committee (1976).

Most of the slides in this program were adapted from drawings made by survivors of the Hiroshima A-bomb. The tape narration explains the drawings and provides a minute-by-minute account of what happened in Hiroshima on August 6, 1945. The program may have a profound impact on high school students.

Guns or Butter (simulation), by William A. Nesbitt, Simile II (1972).

Role-playing leaders of nations, students try to increase the real wealth of their country while making sure it is secure from attack from other nations. This simulation is useful for helping students understand how an arms race may be started and the extent to which institutions can be changed in order to promote peace.

Inter-Nation (simulation), by Cleo H. Cherryholmes and Harold Guetzkow. Science Research Associates (1966).

Assuming the roles of public officials, students implement strategies to increase their nation's ability to produce goods and services and strengthen its position in relation to other nations or alliances. Recommended for use only by advanced high school students.

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Handout 3A

HOW COUNTRIES SPEND THEIR MONEY

Directions: Listed below, in alphabetical order, are ten countries. Also listed are three headings: military expenditure per person, health expenditure per person, and education expenditure per person. Under each of the three headings, rank the ten nations in order, from the nation which you think spends the most (#1) to the nation which you think spends the least (#10) per person annually for each category. For example, of the ten nations, India spends the least per person for its military needs; thus it would be #10 under the military expenditures category. Be prepared to explain why your group decided to rank the countries as you did.

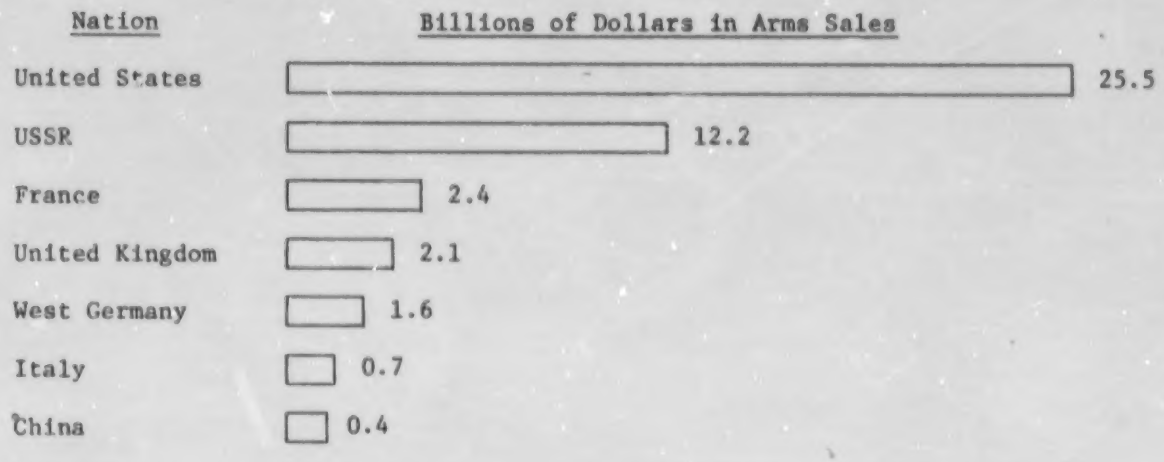
The ten nations, in alphabetical order, are Brazil, Canada, China, India, Japan, Saudi Arabia, Sweden, United States, USSR, and West Germany.

Military Expenditure Per Person	Health Expenditure Per Person	Education Expenditure Per Person
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Handout 3B

THE ARMS MARKET

In 1966, the United States sold $1.6 billion in armaments to other nations. By 1976, U.S. arms sales had risen to $7.5 billion. The leading arms suppliers to the developing nations of the world, between 1970 and 1976, are shown in the bar graph below.



The United States is the largest supplier of armaments in the world today. In 1976, each of the top ten purchasers of U.S. arms purchased more than $100 million worth of armaments. Together, these ten nations accounted for $3,492 million in U.S. military sales. The table below shows the dollar amounts purchased by these ten nations.

Nation	$ Millions in Arms Purchases From USA
1. Iran	1,232
2. Israel	684
3. Saudi Arabia	429
4. Germany	376
5. United Kingdom	149
6. Korea	138
7. Greece	135
8. Taiwan	125
9. Spain	119
10. Turkey	105

Source: Ruth Sivard, *World Military and Social Expenditures* (New York: Institute for World Order, 1978).

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Handout 3C

WHY THEY BUY ARMS

Directions: Match each nation with the letter of the statement that best describes why that nation buys arms from the United States.

1. ____ Iran
2. ____ Israel
3. ____ Saudi Arabia
4. ____ Germany
5. ____ United Kingdom
6. ____ Korea
7. ____ Greece
8. ____ Taiwan
9. ____ Spain
10. ____ Turkey

A. This nation sees U.S. arms as a deterrent to invasion by China.

B. This nation, a member of NATO, believes that U.S. arms will prevent aggression by bordering Communist countries.

C. To this NATO member, U.S. arms are thought to be a deterrent to Communist aggression as well as necessary because of continuing conflict with Turkey.

D. Since the civil war of the 1930s, U.S. arms have helped maintain internal order in this country under General Franco.

E. This country believes that U.S. arms will serve as a protection against attack by neighboring Arab states.

F. This NATO member sees U.S. arms as a deterrent to Communist aggression, and as necessary for protecting its interests in Cyprus.

G. To this nation, U.S. arms are necessary to maintain internal order and for use in a potential conflict with Israel.

H. U.S. arms are seen as necessary by this country in order to prevent aggression by the Communist regime that rules the northern half of this Asian nation.

I. This island nation, a NATO member, buys arms from the U.S. in the hope of preventing Communist aggression against Europe.

J. U.S. arms are purchased by this oil-producing nation to acquire prestige, maintain internal order, and protect itself against aggression from the neighboring Soviet Union.

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Handout 3D

THE GROWTH AND DESTRUCTIVENESS OF NUCLEAR WEAPONS

Table 1: The Growth of Nuclear Weapons Power

Type of Weapon	Kt/Mt	Explosive Power (in tons of TNT)
World War II A-bomb	20 Kt.	20,000
1978 strategic bomber payload	20 Mt.	20,000,000
1978 MARV ICBM*	200 Kt.	200,000
1978 biggest Soviet bomb	58 Mt.	58,000,000

Kt = Kiloton, the equivalent of 1,000 tons of TNT
Mt = Megaton, the equivalent of 1,000,000 tons of TNT
*Each missile carries between seven and fourteen separate explosives packages. These figures describe only one of these packages.

Table 2: Nuclear Blast Damage

Type of Damage	Area Suffering Damage (in hectares)		
	18-Kt Fission Bomb, 1945	0.91-Mt Fission Fusion Bomb, 1954	9.1-Mt Fission Fusion Bomb, Post-1954
Craterization by blast wave	0	0	0
Trees blown down by blast wave	565	14,100	82,000
Trees killed by nuclear radiation	129	648	1,250
Total vegetation killed by nuclear radiation	18	312	759
Dry vegetation ignited by thermal radiation	1,170	33,300	183,000
Vertebrates killed by blast wave	43	591	2,740
Vertebrates killed by nuclear radiation	318	1,080	1,840
Vertebrates killed by thermal radiation	1,570	42,000	235,000

Source: Stockholm International Peace Research Institute, *World Armaments and Disarmament*, SIPRI Yearbook 1978 (New York: Crane, Russak and Co., 1978).

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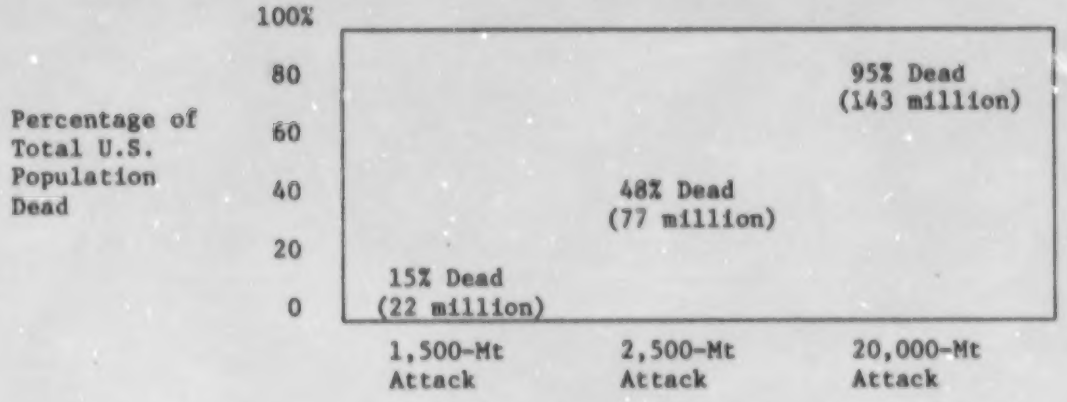
Effect of Nuclear Attack on U.S. Population, 1950



Source: Amitai Etzioni and Martin Wenglinsky, *War and Its Prevention* (New York: Harper and Row, 1970). Note: In 1950 the population of the United States was 150,699,000.

Handout 3E

NUCLEAR CONFRONTATION--FOUR SCENARIOS

Directions: Read the four scenarios in this handout and then answer the following questions for each scenario:

1. Is the scenario plausible? Why or why not?
2. Which scenarios are more plausible than others? Why?
3. What set of circumstances might have prevented each scenario from developing into a nuclear confrontation?
4. What circumstances might cause the crisis in each scenario to develop further or intensify?

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Scenario #1

China invades Vietnam to recover "lost" territories along its southeast border. The invasion continues despite repeated warnings from Vietnam's chief ally, Russia. As the Chinese move deeper into Vietnamese territory, the Russians see their credibility as an ally threatened. They decide to salvage their credibility by mounting a punitive invasion across northwest China and making a nonlethal demonstration of nuclear force. A cessation of hostilities occurs and messages are exchanged. The "truce" is violated, however. A U.S. offer of mediation is refused by both sides. China then issues an ultimatum to the Russians, which is rejected. China responds with a purely defensive first use of atomic weapons over the invading Soviet forces. The Russians reply by destroying China's nuclear weapons facilities, together with some airfields and naval installations. Chinese retaliate with nuclear weapons that damage four Russian cities. The Russians react to this attack with a fierce nuclear salvo against Chinese military and population targets. U.S. nuclear forces are placed on an "action alert" status.

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Scenario #2

A struggle breaks out in Panama between the weak, corrupt government and leftist rebels. Although Panama has increased its wealth, a large gap remains between the rural poor and urban wealthy. The Communists move their base of operations to the countryside and achieve some success. China, Cuba, and Russia compete in providing aid to the rebels, and large areas of the country soon come under control of the Communists. The hard-pressed Panamanian government asks for U.S. aid, and aid is promised. The United States worries that the Panama Canal will eventually fall into Communist hands. As the United States begins to act, China sends 30,000 "volunteers" as a further display of solidarity with the rebels. The United States responds with 10,000 troops and begins an effective naval blockade. The Russians urge on the struggle in an attempt to distract China and the United States from Asian and European affairs. China's leaders are being criticized for risking China's position in such a foolhardy adventure. They decide to save face by using a nuclear weapon against the United States. As a result, 10,000 U.S. soldiers are killed or wounded, along with 50,000 Panamanian civilians. The United States is enraged and decides to destroy China with nuclear weapons.

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Scenario #3

The white government of South Africa announces the arrest of 15 leading black opponents of its apartheid policy. The arrests set off cries of outrage from Soweto and other black compounds throughout the country. Rebel blacks carrying weapons made in the Soviet Union begin advancing toward the capital city of Johannesburg as panic begins to sweep the white populace. The United States, which depends on South Africa's uranium deposits for nuclear weapons and power stations, is South Africa's principal ally in sub-Sahara Africa. The Soviet premier warns the U.S. president that the Soviet Union is deeply committed to the overthrow of the racist South African government and that the USSR cannot allow the United States to interfere in the black workers' "struggle for liberation." Soviet land-based missiles with 50-megaton warheads are fixed on preselected targets within the United States. Nevertheless, the United States continues to support South Africa with arms, supplies, and troops. The president orders that 500 long-range strategic bombers carrying hydrogen weapons be lifted into the air as a symbolic warning to the Russians. The Russians respond with a limited nuclear attack that damages Philadelphia and Baltimore. The United States retaliates sharply with a sustained nuclear barrage against targets within the Soviet Union.

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Scenario #4

Tensions continue to heighten in the much-troubled Middle East. Israel and all of the Arab states now have atomic weapons capability, both tactical and strategic. The government of Kuwait, a chief supplier of oil to the United States, is taken over by a group of militant Arabs. Kuwait radio announces that henceforth oil supplies to the United States will be cut off in retaliation for U.S. support of the Egypt-Israeli peace treaty. The loss of oil pushes the United States to the brink of economic disaster. Responding to public pressure, the United States mounts an invasion force of 100,000 troops to gain control of Kuwait's oil fields. The Arab world unites behind Kuwait and vows that any aggression against Arab lands will be met by the full force of atomic weapons. Moscow and Peking issue statements which pledge "all possible assistance" for the purpose of defending the "sacred soil" of Kuwait. The United States disregards these warnings, and American troops land in Kuwait and seize the oilfields. Kuwait retaliates with nuclear weapons that kill or wound 15,000 U.S. soldiers. The president orders that nuclear missiles be targeted and used on selected sites in Kuwait, Syria, Iran, Iraq, and Libya. The Russians and Chinese immediately denounce the U.S. nuclear response and, in a show of support for their Arab allies, decide to join together for a nuclear attack against the United States.

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Handout 3F

LIST OF NATIONS

1. Argentina
2. Austria
3. Belgium
4. Brazil
5. Canada
6. Czechoslovakia
7. Denmark
8. East Germany
9. Egypt
10. Finland
11. France
12. India
13. Iran
14. Israel
15. Italy
16. Japan
17. Mexico
18. The Netherlands
19. Norway
20. Pakistan
21. People's Republic of China
22. Poland
23. Portugal
24. Republic of China (Taiwan)
25. Romania
26. South Africa
27. South Korea
28. Spain
29. Sweden
30. Switzerland
31. United Kingdom
32. USSR
33. United States
34. Turkey
35. Yugoslavia

Source: U.S. Congress, Joint Committee on Atomic Energy.

4. ECONOMIC DEVELOPMENT AND FOREIGN AID

In all the nations of the world, change is a continuous process. Throughout the 20th century, one of the most pervasive forms of change in most parts of the world has been the process of modernization. In general terms, *modernization* may be defined as the movement of a traditional, low-technology society to a level of economic and technological development more closely resembling that of the United States, Japan, or the European nations.

The process of modernization is often accompanied by a host of physical changes--for example, urbanization and industrialization--and by changing norms and values. These changes may lead to, or be accompanied by, such problems as environmental pollution, political instability, and increased dependency on trade with other nations.

The modernization process and its attendant problems (as well as opportunities) raise some difficult questions for people caught up in the change process: What is progress? Is it necessarily good? Does modernization necessarily mean Westernization? What adverse affects can economic development have on quality of life? How can we measure modernization, and does the meaning of the term differ between cultures? What kind and degree of assistance should the developed nations of the world provide the developing nations? How should global resources be distributed among the nations of the world in order to encourage economic development?

One factor that affects our answers to these questions is the desire of the so-called third-world and fourth-world nations to attain the economic benefits commonly perceived to accrue to the developed nations of the world. How the developed nations respond to the pleas and demands of the developing nations will largely determine the level of global conflict during the next half-century.

The materials and lessons in this unit are designed to help students better understand the complexities of the modernization process.

Lesson 1: Understanding the Process of Modernization

Modernization is a commonly used term that describes a process which all nations, in varying degrees, are experiencing. This lesson introduces students to the concept of modernization and to ways of comparing the modernization process as it is occurring in various nations.

Suggested Courses and Topics: *World history (development, modernization, change), current issues (economic and social change).*

Time Required: *Three class periods.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Define modernization.
--Identify and manipulate data with which to study the modernization process.

Source of Data: World Statistics in Brief, *1977 (United Nations).*

Introducing the Lesson

1. Distribute copies of Handout 4A, "How Modern Is This Place?," and allow students a few minutes to complete the exercise.

2. Briefly go over the ten statements and try to get a consensus on how students marked each one. Now, suggest that another category of answer be added to the three provided in the handout: "Can't tell." This answer should be selected if a statement does not supply enough information to indicate the extent to which the country it refers to is "modern." Go over the ten statements again and ask the class whether anyone would now choose this fourth option for any of the statements. (A brief discussion should make students aware that most if not all of the ten statements warrant this response.) The following points might be brought out to emphasize the pitfalls of making generalizations and assumptions about modernization on the basis of insufficient data.

(#1 and #3) In 1975, Mexico City was the world's third-largest urban area. By the year 2000 the 15 largest urban areas will include four Latin American cities, two Chinese cities, two Indian cities, and cities in Korea, Pakistan, Indonesia, and Egypt, as well as the United States. Many of the fastest-growing regions of the world, in terms of population, are the least modernized.

(#2) Many towns in rural areas do not have doctors, regardless of how modernized the country is in other respects.

(#5) Air pollution is an urban problem all over the world.

(#7) The top three peanut-exporting nations are China, Sierra Leone, and the United States.

(#8 and #10) Many nations need to modernize factories and balance foreign trade in order to maintain a strong economy.

3. Brainstorm lists of factors that make a country "modern" or "not modern." List these ideas on the chalkboard. Can any of the items on the lists be measured and compared between nations? How would students define "modernization?"

4. Explain that modernization can be defined as the process of changing from a traditional, low-technology level of economic and technological development to a level similar to that found in Japan, the USA, the USSR, and the nations of Western Europe.

Point out that there are some generalizations that can be safely made about modernization as it has occurred in most nations. The greater the degree of modernization, the truer these generalizations are likely to be. The following characteristics tend to accompany a significant degree of modernization:

--Increase in occupational diversity and labor mobility.

--Tendency toward bureacratic organization.

--Determination of social class by economic status.

--Active involvement of citizens in politics.

--Increased tension between generations.

--Separation of religion from activities of daily life.

Developing the Lesson

5. Explain that one way to assess degrees of modernization in various countries is to compare them, using selected indicators. For example, average income is commonly used as a measure of the level of economic development.

6. Divide the class into small groups and distribute copies of Handout 4B, "Comparing Nations." Give each group time to look at the data and answer questions 1-3.

7. Ask the groups to report their answers to the questions. If there is disagreement between groups, let the class as a whole discuss and decide how to order the nations. Then announce the identities of the five nations (A--United States, B--Costa Rica, C--Sweden, D--Kenya, E--India).

8. Briefly discuss question 4 on the handout and record the additional information desired by students on the chalkboard. Distribute copies of Handout 4C, "Tips for Making Comparisons," and allow a few minutes for students to read it. Continue the discussion of what additional information is needed to compare the degrees of modernization of various countries. Ask the class to decide which five types of data would be most useful for comparing degrees of modernization.

Concluding the Lesson

9. Distribute copies of Handout 4D, "Letters From Two Friends," and allow students time to read it. Ask what conclusions students can draw from the letters and the rest of the lesson. The following points should be made:

--There are different degrees of modernization in different nations and in rural and urban areas of the same nation.

--In investigating the degree of modernization of a nation, it is important to make a distinction between rural areas and urban areas. For example, in Latin America the nations of Argentina, Brazil, Venezuela, Chile, and Colombia are considered to be more modernized than Honduras, Guatemala, Bolivia, and Ecuador. At the same time, within each of these nations one can find relatively modern urban areas and less-modern rural areas.

Lesson 2: Foreign Aid--How Much and to Whom?

The developing nations of the third world are requesting, sometimes demanding, foreign assistance to help develop their economies. The targets of their demands are countries such as the United States, which have attained relatively high levels of economic development. The dilemma for the latter countries is the need to decide how much foreign assistance they can afford to provide and which countries will be the beneficiaries. This lesson uses a role-play activity to examine this dilemma.

Suggested Courses and Topics: *U.S. history or government (foreign aid, post-World-War-II foreign policy), current issues (foreign aid), world cultures (development, modernization).*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this activity, students will be better able to:*

--Identify, by geographic regions, the primary recipients of U.S. foreign assistance.
--Identify, by type of assistance, major U.S. foreign aid patterns.
--Identify and discuss major questions or issues posed by the U.S. foreign assistance program.

Source of Data: Statistical Abstract of the United States, *1978 (U.S. Department of Commerce, Bureau of the Census).*

Introducing the Lesson

1. Distribute copies of Handout 4E, "U.S. Foreign Aid, 1946-1977," and allow students a few minutes to look it over.

2. Elicit student response to the data by asking the following questions:

--Which U.S. foreign aid category is the largest in terms of total dollars awarded? The smallest? (The largest is economic aid grants; the smallest is military aid loans.)

--Which geographic region has received the greatest amount of U.S. aid? Which area has received the least? (Since World War II, the Near East and South Asia have received the greatest total amount of U.S. foreign aid; the Communist bloc nations of Eastern Europe have received the least.)

3. You may want to have the students brainstorm reasons for these patterns. To get them started, you might point out that:

--Immediately after World War II, large amounts of aid went to

Greece, Turkey, Pakistan, and India to stabilize those areas in the Near East. Under the Marshall Plan, U.S. aid helped rebuild war-torn Europe.

--After World War II, U.S. aid went immediately to Japan and the Philippines, which had been ravaged by the war. Later, aid flowed to Taiwan, South Korea, and South Vietnam.

--For political reasons, little aid has gone to what are viewed as the satellite nations of the Soviet Union in Eastern Europe.

Developing the Lesson

4. Divide the students into small groups and distribute copies of Handout 4F, "Decisions and Dilemmas." Explain that each group will be role-playing the "Senate Subcommittee on Foreign Assistance." Each group should review the facts about individual countries and then use the decision form to record its recommendations for the distribution of foreign aid to the Senate Foreign Relations Committee. Make sure students understand that they have only $105 million in aid money to distribute to four nations who have requested a total of $179 million.

5. Ask each group to report its decisions briefly to the "Senate Foreign Relations Committee" (the whole class). Record each group's main points on the chalkboard. Do not discuss the decisions yet.

6. Distribute a copy of Handout 4G, "Conflicting Viewpoints," to each group and allow the students a few minutes to read it. Ask whether, after reading these viewpoints, any group wants to change its decisions. If so, why?

7. Allow time for the groups to discuss their final recommendations and the reasons for their decisions. Does any group's decision follow the same logic or points of view presented in the handout?

Concluding the Lesson

8. Have the entire class vote on the allocations of aid until exactly $105 million has been distributed to the four nations.

Additional Resources for Unit 4

Primary Resources

Development and Interdependence: A One-Semester Model Curriculum for Secondary Schools and Undergraduate Colleges, by Walter S. Schaeffler and Anne B. Collier. Global Development Studies Institute (1978).

Development and Interdependence, a model curriculum focused on interdependence and the development of nations, brings together, as interdependent elements of a developing world, several disciplines which are usually studied separately: economics, political science, geography, biology, and sociology. The materials include a teacher's guide and a 30-page annotated bibliography of books, materials, organizations, and resources in addition to reference sections following each unit.

The principal goals of this curriculum are in the affective realm, reflecting the authors' belief that students need to recognize that nations, issues, and people are interrelated and understand that the uneven development of nations has created great disparities in wealth and power. Students are also provided with the opportunity to reinforce and practice such basic academic skills as reading; discussing; researching information in texts, graphs, charts, and maps; preparing oral and written reports; thinking critically; and making decisions.

There are three parts to the curriculum, which is based on a 15-week semester. The first unit introduces the concepts *interdependence* and *development*, explores the ties of the local community to the larger world, and ends with a definition of development and some of the socioeconomic statistics that describe it. The second unit surveys the historical trends in Europe and America that have played an important role in the worldwide development process. The final unit, "Development Today," is the core of this curriculum; the authors suggest that the remaining nine weeks of the semester be used to complete this segment. This unit introduces basic economic terms, defines and explains social development and its indicators, outlines the important elements of the development process, examines the critical issues that face developing and developed nations, and prepares students to apply the concepts they have learned in the course of planning and creating their own development model.

This flexible curriculum contains numerous teaching suggestions and activities. Each of the units may be used separately as the basis for a minicourse, or the global concepts in the curriculum may be adapted to traditional courses. Some of the activities assume that the teacher and the student have an extensive background in development education; at the secondary level, activities that require this background may have to be omitted from the curriculum.

"Third World Crisis," *The Futurist*, August 1975, by Rashmi Mayur. World Future Society (1975).

"Third World Crisis" is a seven-page reading, with accompanying photographs and tables, which reviews the major difficulties accompanying

the too-rapid urbanization often associated with the efforts of nations to develop economically. The material could be covered in one class period.

The author of this article presents the view that, although people in some parts of the world are reaping the benefits of modern technology and enjoying higher standards of living, for most of the world's peoples living conditions have improved little during the past few decades. India, with one-third as much land as the United States and three times as many people, is presented as an example of a third-world nation facing enormous developmental problems. The runaway growth of India's urban areas is used to illustrate problems associated with overpopulation, lack of technology, outmoded social structures, inefficient government, pollution, worsening health and education conditions, strained communication and transportation networks, and spiraling energy costs.

The primary objective of "Third World Crisis" is to provide students with an overview of the tremendous urban problems associated with a developing economy. The strength of the reading is that it provides a detailed "alternative model of urban life" to meet the urban problems presented; however, it includes no discussion questions, follow-up activities, or bibliography.

"International Development," in *Great Decisions '78*, edited by Wallace Irwin, Jr. Foreign Policy Association (1978).

This ten-page reading presents an overview of the global economic system, with specific focus on differing economic needs and the varying expectations of "northern" and "southern" nations. The central issues are economic development and the possibilities for both cooperation and confrontation between the developed, "northern" nations and the developing, "southern" nations of the world. The article poses the following basic question to students: How should the United States respond to the complex problems raised by the desires of other nations to develop economically? The materials provided, along with the reading, include accompanying tables and graphs, a series of discussion questions, and suggestions for follow-up readings and films. The activity can be completed in one class period.

The primary objective of "International Development" is to provide students with an awareness of global economic issues that have a direct impact on American economic and political interests. The reading offers divergent viewpoints regarding the development needs of nations. The discussion questions are pointedly focused on questions of current concern to U.S. policymakers; e.g.: Who should receive how much aid for what purpose? Which nations should enjoy most-favored-nation status in trade relations? What can foreign aid realistically be expected to accomplish? The discussion questions raise issues requiring value decisions with real policy implications.

Modernization, by Jarrell McCracken and Gary Smith. Center for Teaching International Relations (1977).

This miniunit involves students in exploring various meanings of the term *modern* and in constructing a 50-nation data bank which is used to examine a series of cross-national issues. The materials provided consist of learning objectives, suggested classroom teaching procedures, raw data for 50 nations, student materials, extension activities, and a bibliography for teachers. The unit can be completed in six class periods.

The unit enables students to explore communication, education, and transportation as they study the modernizing process. Students are also encouraged to explore value positions related to the meaning and impact of modernization. The main strength of the unit is that it allows students to manipulate data in order to arrive at general conclusions about a global phenomenon. By using readily available United Nations statistics, the data bank may be updated yearly by students and teachers.

Urbanization: Cities Around the World (multimedia teaching list). American Universities Field Staff (1974).

This teaching/learning packet uses an intercultural approach to explore the process of urbanization throughout the world. Included in the kit are 33 readings and activity sheets, 22 minibooklets, 2 copies of the UNICEF book *Child and the City*, 8 color prints, 2 simulation games, a bibliography, and a cassette recording of city sounds and music. An eight-page teacher's guide lists learning objectives, suggests ways of using a thematic approach, and outlines a 30-day course of study.

The data and activities in this program encourage students to view urbanization from a global perspective. The developers hope that such a perspective will enable students to "establish a positive appreciation of diversity and replace ethnocentrism with empathy and world-minded humanism." The strategies employed to familiarize students with the prepared material are value clarification, assessment and evaluation, comparative analysis, simulation, and basic skill development.

The program has been organized into seven phases of study in order to facilitate inquiry. Phase 1 is self-discovery--sharpening students' awareness of what they already know about cities and urbanization. Phase 2 deals with the ways in which cities organize themselves in order to provide the necessities of life to their residents. Phase 3 presents several simulation activities based on the knowledge that students have gained during the initial phases of the program. Phases 4 and 5 offer a series of readings through which students may examine the reasons why individuals migrate to urban areas and the diverse personal experiences of individuals in cities. Phase 6 further pursues the question of quality of life and, together with Phase 7, suggests some possibilities for future development in urban areas. The program concludes with suggested discussion questions that allow students to reflect on the significance of urbanization as viewed from both individual and global perspectives.

Urbanization: Cities Around the World is a comprehensive and informative learning package which can be used in several different ways to increase students' awareness of and involvement in issues related to worldwide urban migration. In focusing on the theme of cultural diversity, the program tends to downplay the special problems faced by developing countries--those least able to handle the large-scale movement of people from rural to urban areas. Still, teachers of world affairs, geography, urban studies, or contemporary issues should find this kit a welcome addition to their curriculum repertoire.

The Nguba Connection (3/4" sound videotape). WGBH-TV (1978).

The Nguba Connection, a one-hour videotape produced jointly by Swiss and Swedish film companies, contrasts peanut farming in a developed, first-world nation (the United States) with the same activity in a developing, third-world nation (Senegal). The film allows students to see some results of advanced economic development and to compare these results with conditions in an area where a high level of economic development has not been attained. Peanut farming in the United States is characterized by advanced technology, ample information made available through agricultural extension services, liberal use of pesticides and fertilizers, costly techniques for mechanization and irrigation, and a high level of capital investment. By contrast, in the West African nation of Senegal there are few extension services, pesticides and fertilizers are too expensive for the average farmer, and mechanization not only is costly but would actually be detrimental in an economy where labor is abundant.

The film also reviews the roles of government subsidies in the United States and government (socialist) control in Senegal. However, it is likely that students would have difficulty making the comparison between bureaucracies in the United States and Senegal as presented in the film. Teachers might also find that relatively too much time is devoted to the United States and too little to Senegal. Finally, the lack of a study guide requires the teacher to devise a structure for debriefing the film. However, for a strong visual comparison of developed vs. developing countries and first-world vs. third-world conditions, *The Nguba Connection* is an excellent supplement to existing curricula.

The People Problem: Population and Urban Expansion in Latin America (2-part filmstrip), by Gaeton F. Stella. Current Affairs Films (1977).

This filmstrip, with accompanying discussion guide, uses Latin America as a case study to examine the causes and consequences of population explosion and to provide a critical analysis of the large-scale urban migration that is taking place in the developing world. Two major objectives underlie the factual content of this program: (1) to increase students' awareness of and concern about the effects of overpopulation on the development of a region and (2) to show students how a burgeoning population in another part of the world may affect the quality of their own lives.

In support of these objectives, the first part of the filmstrip shows some of the problems rapid population growth has caused in Latin

America and the attempts being made to resolve these problems. Part 2 traces the flight of millions of rural migrants in the region to cities already bursting at the seams. The filmstrip concludes by describing the similarities and differences between Latin American cities and their counterparts in the United States.

The strength of this program is that it treats population growth and urban expansion not as isolated phenomena but rather as factors interrelated with other problems of development and modernization. It also provides good examples of the problems shared by urban centers in the United States and those in other regions of the world.

Supplementary Resources

United Nations Statistical Yearbook, United Nations Demographic Yearbook, United Nations Statistical Pocketbook (annuals). United Nations.

These annual publications issued by the United Nations are excellent sources of international data. They are available in most large libraries.

Social Education, November/December 1974. EJ 106 511. National Council for the Social Studies (1974).

This special issue of the journal *Social Education*, available in most college libraries, is focused on the twin issues of world hunger and poverty. It contains a variety of articles providing background information on these topics, a photo essay which raises questions about our international priorities, and teaching strategies and activities designed to develop students' awareness of these issues.

The Development Puzzle, by Nance Lui Fyson. ED 100 749. Voluntary Committee on Overseas Aid and Development (1974).

The sourcebook has five major sections, dealing with (1) background information on developing countries, (2) how population growth, industrialization, education, and values are related to economic development, (3) general ideas and suggestions for teaching about this topic, (4) ideas for teaching about the third world in geography, history, English, music, art, and science classes, and (5) materials for classroom use.

"Diversity and Change," in *Teaching About Diversity: Latin America*, by Kenneth A. Switzer and Charlotte A. Redden. Center for Teaching International Relations (1978).

This chapter contains four classroom activities designed to help students explore urban change in a case study, investigate five indicators of change in Latin America, and diagram aspects of change in their community, nation, and world.

"The Technology Explosion," in *Great Decisions '79*, edited by Wallace Irwin, Jr. Foreign Policy Association (1979).

This excellent reading reviews the global technology explosion, subsequent demands for technology transfer by less-developed countries, and the responses to these demands by the United States as a leader of the developed countries.

World Bank Sector Policy Papers (occasional bulletins). World Bank.

These occasional papers summarize such development issues as education, health, housing, and agriculture and discuss responses to these issues by World Bank programs. They contain useful reference information for teachers and students.

Field Staff Reports (occasional bulletins). American Universities Field Staff.

These pamphlets written by American Universities Field Staff associates living abroad are focused on the changing political, economic, and social structures of countries in Asia, Africa, Latin America, and Europe. Among development topics examined in the 1977 series were "The Politics of Income Distribution in Thailand," "Ecuador, Politics of Transition," and "Soldiers as Policy Makers in Nigeria."

Oxfam Project Reports (occasional bulletins). Oxfam America.

Development projects funded by Oxfam in Africa, Asia, and Latin America are described in these mimeographed sheets, which deal with the country or region, the problems, and the goal of each project. Written in nontechnical language, they can by easily read by high school students.

Childhood Problems Worldwide (multimedia teaching kit). U.S. Committee for UNICEF (1978).

This program presents a general global overview of the problem of malnutrition in developing countries and UNICEF's efforts to help these countries use their own resources to combat dietary deficiencies and improve the health of mothers and children. The kit contains stories, a photo wallsheet, slides, and classroom activities.

Rich Man, Poor Man: Education (16mm sound/color film), produced by BBC-TV. Time/Life Multimedia (1972).

In affluent nations, education is seen as the breaker of class barriers which allows the poor access to vertical social mobility. It is often assumed that similar opportunities exist in the less-affluent nations. However, as this 52-minute film points out, that assumption is not necessarily true. The conclusion of *Rich Man, Poor Man: Education* is that the kind of education that has been promoted throughout the world perpetuates the distinction between rich and poor.

Tilt (16mm sound/color film). World Bank (1972).

This 23-minute animated cartoon explores the imbalance in the distribution of the world's wealth and resources, shows the attitudes of both rich and poor toward development, and poses some alternatives for development strategies. It can serve as an effective introduction to a discussion of development issues.

Holy Growth (3/4" sound videotape). WGBH-TV.

This one-hour audiovisual program explores the disruptive effects of growth in postindustrial Japan. The film offers an excellent overview of the socioeconomic problems associated with rapid development.

Handout 4A

HOW MODERN IS THIS PLACE?

Directions: Read each of the ten statements below and circle the term that you think best identifies the degree of modernization of the area described or referred to in the statement.

1. I live in a huge and growing urban area. Only a few cities in the world are larger.
   very modern somewhat modern not modern

2. Our town does not have a doctor.
   very modern somewhat modern not modern

3. No one in my family has ever lived in a large city.
   very modern somewhat modern not modern

4. Our tribe has a very wise chief.
   very modern somewhat modern not modern

5. Our city has a very bad air pollution problem.
   very modern somewhat modern not modern

6. My brother likes to watch television.
   very modern somewhat modern not modern

7. Peanuts are one of my country's important export crops.
   very modern somewhat modern not modern

8. Our factories need to modernize like those in Germany and Japan.
   very modern somewhat modern not modern

9. I quit school to take a job when I was 15.
   very modern somewhat modern not modern

10. My country imports many foreign products.
    very modern somewhat modern not modern

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Handout 4B

COMPARING NATIONS

Country	% of population living in urban areas	per-capita annual income (in U.S. $$)	annual energy production (in metric tons)	no. of passenger vehicles	population per physician
A	73.5	$7,087	2,036,000,000	100,000,000	622
B	40.6	$ 978	160,000	55,000	2,150
C	81.4	$8,349	8,000,000	2,700,000	645
D	9.9	$ 234	80,000	131,000	16,292
E	20.0	$ 137	114,000,000	756,000	4,162

Source: *World Statistics in Brief* (United Nations, 1977). Data are for 1975.

Questions

1. Of the five countries, which one do you think is the most modern? Why? In what part of the world do you think it is located? Why?

2. Which nation do you think is the least modern? Why? In what part of the world do you think it is located?

3. Rank the five countries in order from most modern (#1) to least modern (#5). Explain your reasoning.

4. What additional kinds of information about each country would help you assess its degree of modernization?

Handout 4C

TIPS FOR MAKING COMPARISONS

Define your terms and goals. Have you decided which conditions or qualities you want to compare? For example, exactly what do you mean by the term *modernization?*

Select appropriate indicators. What kinds of information will be useful in measuring the conditions you want to compare? For example, if you wanted to assess the extent of a country's modernization, what kinds of data would be the most useful--per-capita annual income, number of manufacturing plants, average level of education, percentage of the population living in urban areas?

Make sure that comparative data are really comparable. If one nation defines an "urban area" as a community of at least 500 people and another country considers only cities of at least 100,000 people to be "urban," using the indicator "percentage of population living in urban areas" would not yield a valid comparison.

Provide sufficient context for information. Some statistics are meaningless by themselves. For example, knowing that a country has 1 million motor vehicles does not tell you much unless you also know the total population of the country. Average per-capita annual income is not an adequate indicator of a country's standard of living unless you know how that income is distributed--if 1 percent of the people have 90 percent of the income, the general standard of living will be much lower than it would be if the income were distributed more evenly.

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Handout 4D

LETTERS FROM TWO FRIENDS

In many areas of the world, people are leaving rural areas and moving to towns or cities. The following letters were exchanged by two friends in a Latin American country--one who remained in the country and one who moved to the city. What do these letters tell you about the country as a whole and about the variations within it?

Quirido Camilo,

Even though you have been gone for a year, I still miss you. All of the men from the village and nearby farms helped fix the roof on the school so it won't leak during the rainy season this year. We also finished taking out the big tree stump that was in the corner of the soccer field. As you can imagine, all the men still play soccer every Sunday.

Old Mejia at the government co-op store is still as nasty as ever. As long as his nephew is a government official in the capital, I guess we can't get rid of him. At least he is giving credit again. The farm extension man said that he might let us test a new fertilizer on our crops if the local research center gets some grant money to buy new tools. We bought a radio, but we only play it during breakfast and for an hour at night because the batteries are so expensive.

I now work one day a week on Senor Hernandez' farm. For a large landowner he is actually not too bad to work for. I still hope to be able to get to Medellin someday to visit you and see the city.

Tu amigo siempre,

Jorge

Querido Jorge,

It was good to hear from you. I can't believe that you finally got the old stump out. Here in the city all the men also play soccer every Sunday. In our neighborhood we go over to the university where there is lots of room to play. My sisters, Lydia and Nora, like going to the movies. There are lots of theaters, though we can't afford to go too often. If my dad gets a bonus at the factory this Christmas, we hope to buy a television set. Lydia wants a record player. She now works in a cafeteria downtown. Nora will finish eighth grade next year and then hopes to get a job as a sales clerk in a store.

The city is big and life is very fast. At first I didn't like it much, but I do now. There is a lot to see and do. I have even been to see professional soccer games and a bullfight. At the moment I am working as a helper at a construction site--the city has buildings 20 stories tall. I hope to learn enough to become a carpenter and make more money.

I hope that you can come visit us. You would be amazed at how large and modern Medellin is.

Tu amigo,

Camilo

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Handout 4E

U.S. FOREIGN AID, 1946-1977

Type of Aid	Amount (in $ millions)
Economic aid	
loans	41,257
grants	79,634
total economic aid	120,891
Military aid	
loans	9,137
grants	69,581
total military aid	78,718
Total foreign aid	199,609

Region or Category	Amount (in $ millions)
Western Europe	24,087
Eastern Europe	2,203
Near East and South Asia	33,099
Africa	6,681
Far East and Pacific	27,156
Western Hemisphere	12,940
International organizations	7,379
Total foreign aid	113,545

Source: *Statistical Abstract of the United States*, 1978 (U.S. Department of Commerce, Bureau of the Census). Note: The totals for the two tables differ because certain types of aid programs were not reported on a per-country or per-region basis.

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Handout 4F

DILEMMAS AND DECISIONS

You are members of the Foreign Assistance Subcommittee of the U.S. Senate. Your job is to make recommendations about the allocation of foreign aid to the Committee on Foreign Affairs. You have already made recommendations about the amount of aid that should be given to nations in Western and Eastern Europe, and you are now making recommendations on the amount of aid to be given to other nations.

You have decided on the total amounts of U.S. aid that will be given to various geographic regions. These amounts are listed in the table below.

Africa	$576 million
Far East and Pacific	$720 million
Near East and South Asia	$2,661 million
Western Hemisphere	$434 million
Total	$4,391 million

Today you are making recommendations about allocations of aid in the Western Hemisphere. Of the $434 million available, you have distributed $329 million. You have $105 million left to distribute among four remaining countries. These countries have requested a total of $179 million in aid. Some facts about each of the four countries are provided below. Read this material and then use the "Foreign Aid Decision Form" to report your recommendation.

Country #1 has requested $85 million in U.S. aid. The country is governed by a weak democratic system. The Communist party is strong but holds few government positions. The party presently in power is pro-United States. The economy depends heavily on the export of one crop and one mineral. There is little industry. The aid money will be used to improve and extend the road system, improve the dock and port facilities in the country's only port city, and fund agricultural extension projects.

Country #2 has requested $60 million in U.S. aid. The country is governed by a pro-U.S. military dictatorship which always supports the United States at the United Nations. The economy is almost completely dependent on the export of one crop. As a result of falling prices for this crop on the international market, the country's economy is in very poor condition. However, in large part, the aid requested is military aid. The government has put down two peasant revolts in the past year. Of the requested $60 million in aid, some $23 million will be used to improve the airport in the capital city, build a hospital in the capital city, and improve the nation's telephone system.

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Country #3 has requested $22 million in U.S. aid. The country is governed by a socialist party; its foreign policy is neutral. The president of the country often participates in meetings of heads of state of nonaligned nations. Country #3 has a diversified economy which exports agricultural products, some minerals, and light manufactured goods. The requested aid will be used to improve the national university, send students abroad for advanced college degrees in business management and science, and import farm machinery.

Country #4 has requested $12 million in U.S. aid. The country is governed by a stable democracy. The economy is developing rapidly. The nation exports agricultural products, minerals, some oil, and a variety of industrial goods. Some of the nation's industrial goods compete with U.S. exports to Latin American nations. The $12 million in requested aid will be used to begin construction of a steel mill.

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Foreign Aid Decision Form

1. What is the strongest argument *for* giving foreign aid to each country?

   Country #1 _____

   _____

   Country #2 _____

   _____

   Country #3 _____

   _____

   Country #4 _____

   _____

2. What is the strongest argument *against* giving foreign aid to each country?

   Country #1 _____

   _____

   Country #2 _____

   _____

   Country #3 _____

   _____

   Country #4 _____

   _____

3. How much aid do you recommend should be given to each country?

   Country #1: $_____

   Country #2: $_____

   Country #3: $_____

   Country #4: $_____

4. On what basis did you make your final decision for each country?

Country #1 _____

_____

Country #2 _____

_____

Country #3 _____

_____

Country #4 _____

_____

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Handout 4G

CONFLICTING VIEWPOINTS

1. "As an officer in the American Freedom Society, I urge the Senate to distribute aid with the intent of rewarding those nations which are our allies or which support our positions in the United Nations and other international organizations. Foreign aid should be used to foster nations with capitalistic economies and democratic governments. Aid should be used as a tool to further U.S. interests."

2. "As an economist, I can tell you that the amount of aid to be distributed is very small compared to the size of the economic difficulties faced by the developing nations of the third world. Aid should be distributed on the basis of where it can have the most immediate, dramatic impact. The emphasis should be on nations which are already partially developed and whose strong economies, with some U.S. assistance, will grow rapidly. Unfortunately, some of the poorest nations will have to be neglected for the present time."

3. "As an official of one of the nation's largest labor unions, I urge the Senate to keep in mind the damage done to the U.S. economy and jobs lost due to foreign imports. Aid should not be used to develop industries that will compete with U.S. products and result in a loss of U.S. jobs."

4. "As a member of the concerned clergy I would like to suggest that the main goal of U.S. aid should be to improve the lives of people worldwide. Aid should be given to any nation where standards of living are low if we can be reasonably sure that the aid money will reach the people. Aid should be given to projects that will directly improve the quality of life--especially outside the capital city. Aid should go for better schools and hospitals, roads, health and sanitation programs, recreation programs, and agricultural programs."

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5. ENVIRONMENT AND TECHNOLOGY

As the world economy continues to grow, the earth's capacity to supply fresh water, provide living space, arable land, and natural recreation areas, and absorb waste products will be increasingly tested. Some of these capacities may be adequate to support the present rate of economic growth well into the next century; however, others are dangerously close to reaching their limits. Signs of environmental deterioration are already visible on a global scale in the form of polluted lakes and streams, toxic materials in the environment, alterations in climate, soil erosion, and the extinction of certain species of plant and animal life. The challenge to the teacher is to provide a classroom experience which will enable students to understand the relationship between human beings and the natural environment--that the natural environment is a single, integrated global system; that the satisfaction of human needs depends directly or indirectly on the natural resources in the earth's biosphere; and that the activities of all human beings affect the earth's biosphere.

Numerous examples can be used to bring into focus the extent of global interdependence in this area. To meet the rising demand for food, new land is cleared; this results in the steady and progressive deforestation of the earth, particularly in the developing regions of the world. As trees are cut down and as land is brought under the plow, soil is eroded, dust bowls are created, and rivers, reservoirs, and irrigation canals fill with silt.

Likewise, as the rich countries continue their pursuit of affluence and the poor countries strive desperately to catch up, the discharge of waste products into the ecosystem continues to rise. The discharge of these waste products--particularly the more persistent ones, such as DDT--creates global problems. DDT is nonbiodegradable; carried by the wind and tides, it circulates freely throughout the biosphere. In many parts of the world, levels of DDT have reached the point where they threaten the survival of certain animal species and pose a serious cancer risk to humans.

The use and abuse of the world's oceans represents still another example of environmental interdependence. The recent advances in technology which have vastly increased our knowledge of the seas have also made it easier for humans to do long-lasting damage to the marine environment. We are now able to exploit the mineral resources of the deep sea, drill for oil and gas at depths beyond any imagined a decade ago, and catch huge quantities of fish. The result, however, is an increase in the amount of pollutants discharged into the sea and a reduction in the vital elements necessary to sustain ocean life. In some areas, fishing has become so intense that the destruction of several species is a very real possibility.

The problem of ocean pollution raises questions about the role of advanced technology in an interdependent world--questions that pose a real dilemma for humankind as it approaches the 21st century. On the one hand, technological achievements--particularly mass communication

and international transport--have brought nations closer together and provided a basis for global cooperation. On the other hand, every advance in technology involves human and environmental costs. It is important that students become aware of the ways in which the growth of technology has affected the natural environment and human life styles.

The lessons and materials in this unit illustrate how each of us shapes and is shaped by the environment. Once students begin to recognize the extent of their individual and group responsibilities for their surroundings, they can begin to analyze and evaluate alternative models for using technology, protecting the biosphere, and managing the world's resources.

Lesson 1: Oil Pollution: Can It Be Controlled?

One of the most visible and dangerous pollutants that finds its way into the sea is oil. Some oil is dumped or discharged directly into the sea, or it can get there as a result of oil spills from offshore drilling accidents or tanker collisions. Petroleum and its by-products impede the ability of the ocean to sustain life.

This classroom activity introduces students to a leading cause of oil pollution in the oceans--tanker collisions. By participation in a role-play and decision-making activity, students come to better understand the importance of reaching international agreement on the protection of the marine environment.

Suggested Courses and Topics: *World history (control of the seas, role of the United Nations, environmental interdependence), environmental studies (pollution of the ocean, environmental interdependence), contemporary issues (the oceans as resources).*

Time Required: *One or two class periods.*

Instructional Objectives: *At the conclusion of the lesson, students will be better able to:*

--Identify the effects of oil spills upon the resources of the ocean.
--Understand some of the complexities involved in preventing further pollution of the ocean.
--Recognize the importance of reaching an international agreement on protection of the marine environment.

Source of Data: *"The Oceans and the Seabed," in* Great Decisions 1975 *(New York: Foreign Policy Association, 1975).*

Introducing the Lesson

1. Announce to the students that they will be participating in an activity which will give them the opportunity to experience some of the complexities involved in preventing further pollution of the ocean.

2. Divide the class into groups of four. Explain that each group will consist of the same four individuals--a representative to the U.S. Congress, a United Nations official, an OPEC agent, and an oil company representative--and that students will role-play these individuals. Distribute copies of Handout 5A, "Role Objectives," and orally review the objectives for each role that will be assumed during the simulation.

Developing the Lesson

3. Distribute copies of Handout 5B, "Collision off the English Coast," and allow students a few minutes to read it.

4. After the students have read the handout, make sure they understand that pollution of the world's oceans has reached alarming levels. For example, golf-ball-size pieces of oil tar have been found in massive proportions throughout the Atlantic Ocean. During the 1960s and 1970s, more than 740 oil spills were caused by tanker collisions.

5. Give each group a copy of Handout 5C, "Action Form." Explain that the objective of this activity is to decide on a course of action in response to the oil tanker collision and consequent demands by environmental groups and certain members of the United Nations to severely restrict or prohibit the use of supertankers. The course of action chosen by each group must take into consideration the role objectives of individual group members. (Note: If there is a conflict between members of the group over a proper course of action, they should be encouraged to alter their action so as to reach a group consensus. It may be that some members will have to give up on the possibility of realizing all of their objectives in order for the group to reach a consensus.)

6. When each group has developed a course of action which has the support of all its members, ask them to describe that course of action under the heading "General Policy" on the action form. Each group member should then indicate on the action form which steps will be taken individually to carry out the general policy decided on by the group. A member of the group who does not agree with the others should indicate what actions he or she will take to further his or her own interests.

7. After all the groups have finished filling out their action forms, ask a representative from each group to report to the class on the general policy formulated by the group and the individual actions that will be taken in support of that policy.

Concluding the Lesson

8. The activity may be concluded by focusing a discussion on the following questions:

--How many effects of oil spills can you think of? Why are oil spills so destructive?

--What were some of the conflicts your group experienced in deciding on a recommendation?

--Who should be responsible for safety measures (ship technology, crew training, traffic regulation) in the oil shipping industry? The oil companies? The United Nations? Other agencies?

--Who should be responsible for enforcing these safety measures? The nation whose flag is flown by the offending ship? The nation within whose jurisdiction an accident might occur?

--Should developing countries be forced to pay for expensive technology and training programs in order to avoid future oil spills?

--What can be done to prevent supertankers from operating in decrepit condition and with inadequate crews?

--What are some of the most serious difficulties involved in preventing future oil pollution?

Lesson 2: Solving Environmental Problems

The detrimental effects of technological advances on the global environment offer vivid illustrations of the increasing level of international interdependence. The materials and activities in this lesson will help recognize such problems and identify means of resolving them.

Suggested Courses and Topics: *Current issues (environment, technology), environmental studies.*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this activity, students will be better able to:*

--Define the concept of global interdependence.
--Identify actors and problems in interdependent issues related to environment and technology.

Source of Data: *Donella H. Meadows et al.*, The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind *(New York: Universe Books, 1972).*

Introducing the Lesson

1. Ask the students to brainstorm a list of major environmental and technological problems that affect the nations of the world. List these problems on the chalkboard. (Among the problems identified by students might be air pollution, water pollution, energy shortages, urban sprawl, population growth, resource depletion, nuclear waste disposal, computer-assisted invasion of privacy, nuclear weapons escalation.)

Developing the Lesson

2. Distribute copies of Handouts 5D, 5E, 5F, and 5G, and ask students to examine the data in the handouts, working in small groups. Explain that each group will be applying the questions in Handout 5D, "Global Change," to one of the other handouts.

3. Focus a discussion on students' responses. On the chalkboard, list the problems associated with each set of data, the severity of the problems, and the areas of the world affected by the problems. (One result of the discussion should be the realization that the problems cross national boundaries.)

Concluding the Lesson

4. Clarify for students that the diagram in Handout 5E, "Impact of Increased Pesticide Use," maps the impact of one environmental problem. Briefly discuss the following questions:

--What appears to be the major benefit of the increased use of pesticides for farming purposes? (Increased production and availability of farm products.)

--What appears to be the major harm caused by the increased use of pesticides in farming? (Increased cancer risks and farm production costs.)

5. Ask each group of students to select a global environmental or technological development and map its impact, using Handout 5E as a model. (Such developments might include increased use of nuclear reactors, increased hunting of whales or other sea life, increased use of automobiles, urban growth, increased coal production.)

6. Have all the groups report back to the class on the developments they selected and their effects on various aspects of life. Make sure students understand that some impacts may be viewed as positive or beneficial, whereas other impacts may be viewed as negative or harmful.

7. On the basis of this exercise, ask each group of students to develop a definition of global interdependence as it relates to the environment.

Additional Resources for Unit 5

Primary Resources

"Environmental Issues and Quality of Life," *Intercom* 82, by David C. King and Cathryn J. Long. Global Perspectives in Education (1976).

What price are we willing to pay for an improved environment? What are we willing to give up in order to have a healthier environment? How can citizens of a single nation or the nations of the world agree upon the trade-offs involved in issues of economic development versus environment protection on an international scale? These are the questions addressed in "Environmental Issues and Quality of Life," a series of readings and activities dealing with how local and national decisions interact with the global environment. Included in the materials are a ten-page collage of readings and photographs depicting various aspects of the global condition, with accompanying discussion questions; a global data bank with such indicators for measuring the quality of life as population size, income, health, and education; and a data set of comparable United States statistics. The procedures suggested call for analyzing data and writing reports in order to compare nations as well as examining various aspects of the quality of life. The activity requires from three to ten class periods.

Environmental Education Interdependence: A Concept Approach, by David C. King. Global Perspectives in Education (1976).

Environmental Education is a guide to K-12 classroom activities that deal with the interdependence of humans and their environment. Sample activities are presented in an accompanying handbook.

For grades 10-12, the guide presents objectives and topic ideas for curriculum development. For example, under the heading "Exploring Spaceship Earth," there are ideas for courses in biology and social studies as well as a multidisciplinary approach. The handbook presents more detailed ideas for classroom activities focusing on population growth, food, energy, the oceans, and the environment.

Environmental Education is intended to provide teachers with a series of unifying objectives and ideas for classroom activities that will enhance the teaching of environmental issues. The main strength of the materials lies in their diversified approach to the issue. For some, the weakness of the materials will be that most ideas are not fully developed and require additional effort by the teacher before they may be used successfully in the classroom.

Living With Technology: Can We Control Applied Science? (multimedia teaching kit). Sunburst Communications (1975).

This program examines the origins, current trends and future directions of a world which has become increasingly dependent on and dominated by technology. Included in the program are five color filmstrips,

six cassettes or LP records, and a teacher's guide that provides a script, discussion questions, and research topics for students. The purpose of the program is twofold: (1) to make students more aware of the ways in which the growth of technology has affected the national environment and human lives and (2) to help students gain the knowledge necessary for considering alternative solutions to living with technology.

Throughout the program, an interdisciplinary approach employs art, literature, historical events, and social science data. By drawing on various disciplines, students are given the opportunity to view themselves and their relationships to the environment from a global perspective.

The first segment of the program describes how humans have changed society and the natural world through technology. The next segment focuses on the historical development of the United States and shows the connection between our wealth of natural resources and the generally favorable attitude that has prevailed toward industrialization and technological advancement. A segment entitled "Implications for the World System," illustrates the global impact of technological change in any part of the world and emphasizes the vulnerability of humans to technological breakdowns. The final two segments of the program discuss problems that may result from current trends and practices and introduces the ideas of such writers as Robert Heinlein, Alvin Toffler, and Arthur C. Clarke.

Living With Technology raises important questions about the need for individuals to live with less technology and greater respect for nature. Because the program covers such a wide range of content, however, it does not always present the substance necessary for students to provide thoughtful answers to these questions. As a result, teachers will need to allow plenty of time for discussion and further research. The program can be easily integrated into humanities, science fiction, science and society, and current affairs courses.

Black Tide (16mm sound/color film), produced by WGBH-TV. Time/Life Multimedia (1979).

This 58-minute film, produced by WGBH-TV as part of its NOVA series, deals with one of the major ecological disasters of our time: the spilling of 220,000 tons of crude oil into the sea as a result of the breakup of the supertanker *Amoco Cadiz* off the storm-tossed Brittany peninsula. The purpose of this film is to describe the economic and environmental damage to the land and people of the Brittany Coast, the relative success and failure of different clean-up attempts, and the measures oil companies are taking to prevent oil spills in the future.

The film goes well beyond the usual news reports focusing on the immediate problems of salvage and cleanup. Instead, it presents a comprehensive picture not only of the resulting damage but also of human inadequacy in the face of such disasters.

The information presented in the film can be easily adapted to accommodate open-ended inquiry problems. For example, students might be asked to choose between implementing stricter environmental safeguards (at the risk of higher fuel costs and loss of trade) and permitting

relatively unrestricted tanker traffic (at the risk of future oil spills). If this approach is followed, the film can serve as an excellent starting point for broader discussion of the ecological problems associated with energy production.

Shifting Sands of the Sahel (sound filmstrip), by Ettagale Laure. Current Affairs Films (1978).

This 15-20 minute filmstrip with accompanying discussion guide examines the great drought which occurred during the late 1960s and early 1970s in the sub-Saharan area of Africa known as the Sahel. Cognitive learning is the sole objective emphasized in this program. As a result of viewing the filmstrip, students should be able to understand the causes of the drought; its immediate effects on the people, the animals, and the land; and the long-range solutions to the problems faced by the nomads who inhabit the sub-Saharan region.

The filmstrip is particularly effective in demonstrating the fact that well-meaning but hastily conceived aid programs originating in the Western nations actually set the stage for the drought to occur. The discussion guide contains a substantial amount of background information, a list of key words that appear in the filmstrip, and a brief list of suggested projects.

Doomsday: 21st Century (2-part sound filmstrip), by Carol Deegan. Prentice-Hall Media (1976).

These filmstrips and cassette tapes present students with the warning "We are growing ourselves to death" and then asks, "What can we do about it?" The accompanying program guide provides the classroom teacher with behavioral objectives, a curriculum coordination key, questions for probing key concepts, suggestions for follow-up activities and discussion, a glossary of terms, and a short bibliography.

Doomsday's stated objective is to inform students--who will live the future--of the threats as well as the promises of the future and of the odds both for and against their survival. In looking to the future, students are appraised of the economic and social problems implicit in programs designed to avoid possible extinction of the human race. This filmstrip program is a good introduction to a complex, controversial issue.

Supplementary Resources

The Global Environment: Prospects for the Future, Global Dimensions, no. 2, edited by Gary Smith. Center for Teaching International Relations (1972).

This pamphlet suggests several classroom exercises designed to raise questions about our future environment.

"Shaping the Environment," *Intercom* 83, edited by David C. King and Cathryn Long. EJ 145 510. Global Perspectives in Education (1976).

This issue of *Intercom* contains a guide to discussion, study, and resources as well as a simulation of an individual coping with the environment. Additional materials explore the interdependence of population, food, climate, and land use.

"The Oceans and the Seabed," in *Great Decisions '75*, edited by Norman Jacobs. Foreign Policy Association (1975).

Who owns the oceans? Can international law govern who exploits the oceans and how? These readings and discussion questions introduce students to an issue that no doubt will continue to provoke major international controversy.

Soft Technologies, Hard Choices, Worldwatch Paper no. 21, by Colin Norman. Worldwatch Institute (1978).

This probing examination of the criteria that should be applied, by both developed and developing nations, in the selection of appropriate technologies is useful background reading for teachers and advanced high school students.

The Genesis Strategy: Climate and Global Survival, by Stephen H. Schneider and Lynn E. Mesurow. Plenum Press (1976).

The thesis of this book is that the earth's climate is changing for the worse and that major grain-growing areas of the world will begin to experience problems as a result of colder temperatures. The author suggests that we stockpile grain in good years to offset the bad harvests caused by fluctuations in the world's weather.

Future Shock (16mm sound/color film), produced by Metromedia Producers. McGraw-Hill Films (1972).

This 42-minute film, based on Alvin Toffler's book of the same title, provides a jarring look at our fast-approaching postindustrial society and the massive social disorder already unleashed as a result of present-day technology.

The Rise and Fall of DDT (16mm sound/color film), produced by BBC-TV. Time/Life Multimedia (1976).

First hailed as a miracle insecticide and the savior of millions of lives, DDT came to be regarded by many as a threat to the environment and has, in fact, been banned in the United States. This 18-minute film examines the pros and cons of a chemical that has been a source of international controversy for many years.

Will the Fishing Have to Stop? (16mm sound/color film), produced by WGBH-TV. Time/Life Multimedia (1976).

Throughout history man has considered fish an unlimited resource, but it is now evident that the supertrawlers that fish the world's coastlines are combing the oceans clean. This 31-minute film studies the threat of disastrous fish shortages and explores our options for preventing the disappearance of many species of fish.

Only One Earth: The Stockholm Conference (16mm sound/color film). United Nations (1973).

This 30-minute film describes the meeting of 1,200 delegates from 113 nations, as well as scores of individuals and environmental groups, at the first United Nations Conference on the Human Environment in June 1972.

Alone in the Midst of the Land (16mm sound/color film), produced by NBC-TV. NBC Educational Enterprises (1975).

Although this film purports to be a drama about the future, it is actually a report on the balance of nature. However, the developers point out, it *will* be a picture of our future if we continue to destroy our environment. The film deals with Chicago and its surrounding suburbs, drawing upon statistical data for a dramatically sobering production.

Our Polluted World: The Price of Progress (filmstrip), by Milan B. Skacel. Current Affairs Films (1972).

This filmstrip examines the causes and effects of pollution in industrialized and less-developed countries, explores the impact of modern technology and rising population on our environment, and poses the question of whether economic growth and environmental protection are compatible or whether we must change our standards of material comfort in order to reclaim our polluted planet.

Human Values in the Age of Technology (sound/slide program). Center for the Humanities (1972).

This slide program and accompanying discussion questions are focused on the diverse historical effects of technology on individuals and on nations. Part of a larger unit, this self-contained activity offers an excellent introduction to the social, cultural, and philosophical effects of humankind's technological progress.

Handout 5A

ROLE OBJECTIVES

U.S. Congressional Representative

--To get reelected.
--To preserve our environment.
--To ensure an adequate supply of energy at a reasonable cost.
--To preserve the integrity of our commitment to Israel.

OPEC Agent

--To maintain unity within OPEC.
--To use oil as a weapon to prevent further military strengthening of Israel by the United States.
--To maintain and/or increase profits.
--To increase the political influence and stature of the OPEC nations.

Oil Company Representative

--To maximize profits for the shareholders.
--To ensure an adequate supply of petroleum for market needs without reducing domestic reserves.
--To maintain the company's political influence with the government and prevent the passage of unfavorable legislation.
--To remain competitive as the primary supplier of energy.

United Nations Official

--To determine who is responsible for the growing number of spills in the oil shipping industry.
--To work within the present structure of the United Nations without alienating individual countries.
--To use diplomacy to ensure that the energy needs of individual countries are met without causing further damage to the environment.
--To recommend possible solutions to the General Assembly of the United Nations.

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Handout 5B

COLLISION OFF THE ENGLISH COAST

In the early morning of May 17, 1981, the supertanker *Pride of the Atlantic* makes its way slowly through the thick fog of the English Channel. It is carrying 250,000 tons of crude oil from the vast oil fields of Iraq, one of the countries that make up the oil cartel known as the Organization of Petroleum Exporting Countries (OPEC).

As the tanker nears the English port of Portsmouth, an unnatural event takes place. The technologically "perfect" navigation system of the ship fails, and a collision occurs with another supertanker, *American Merchant*, which is delivering 200,000 tons of oil from recently discovered North Sea oil fields. Both tankers are American owned but registered in Liberia, where inspection procedures are less rigorous than in other countries.

As strong winds toss the two ships around, millions of gallons of oil spread across the water. By the end of the week, 20 species of dead fish have been found along the English coast. Vast beds of seaweed, which are harvested to make pharmaceuticals and fertilizer, have been destroyed. Thousands of oil-tarred birds are dead or dying. Scientists inspecting the scene predict that the fishing and seaweed industries have been virtually destroyed and will not recover for five or ten years.

Three smaller spills have occured in the region during the past few months, but this is clearly a major ecological disaster. It touches off a wave of outrage in environmental groups around the world. The World Environmental Council announces plans to hold rallies and demonstrations demanding the prohibition of supertankers. The council's president, Robert Leger, warns that "we are reaching the danger point where our oceans will soon be turned into worthless graveyards of civilization itself." An emergency session of the United Nations is called to propose measures that will prevent further pollution of the ocean from oil spills.

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Handout 5C

ACTION FORM

U.S. Congressional representative _____

U.N. official _____

Oil company representative _____

OPEC agent _____

General Policy:

Action of U.S. Congressional Representative:

Action of U.N. Official:

Action of Oil Company Representative:

Action of OPEC Agent:

Handout 5D

GLOBAL CHANGE

Directions: In investigating the data in Handout 5E, 5F, and 5G, answer the following questions for each set of data:

1. What environmental or technological problems would you associate with the data?

2. On a 1-5 scale (see sample below), how serious is each problem that you associate with the data? Why?

(not too serious) 1 2 3 4 5 (very serious)

3. What are some of the nations that would be most severely affected by each problem? Why?

4. Which nations would probably be least severely affected by each problem? Why?

5. What is the major effect of each problem on the peoples of the world?

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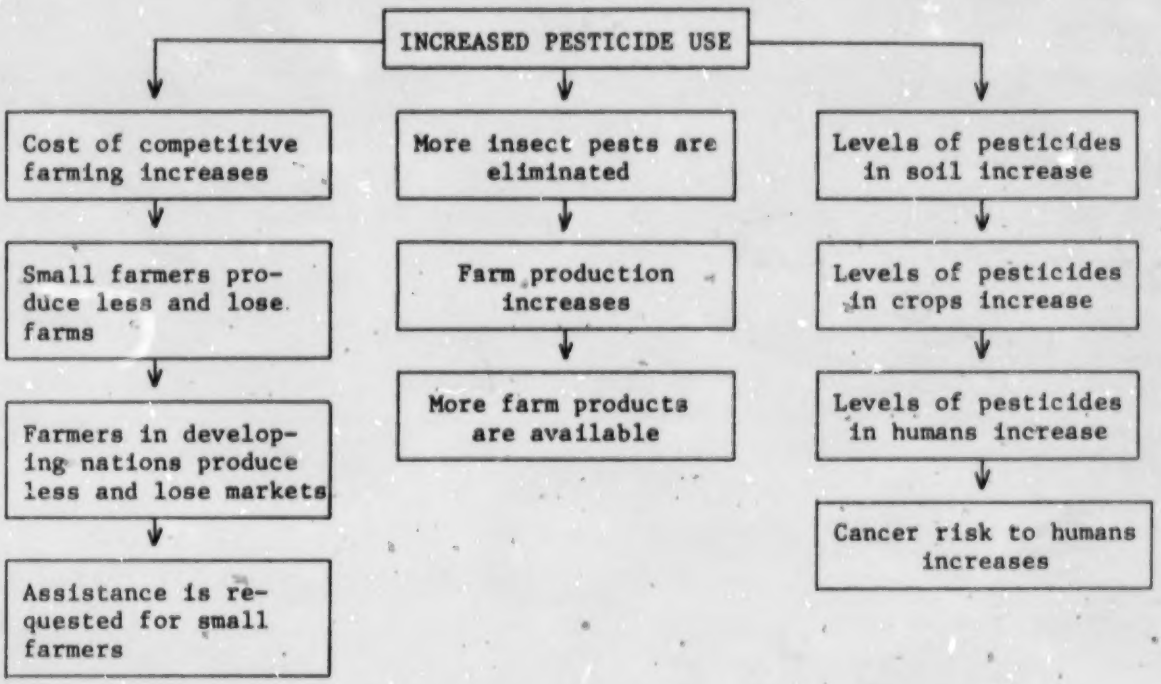
Handout 5E

IMPACT OF INCREASED PESTICIDE USE

The diagram below illustrates part of the impact of one technology-related problem--the increasing use of pesticides on farm crops. Such a diagram would be useful in analyzing the effects of other technological innovations.


INCREASED PESTICIDE USE
Cost of competitive farming increases
Small farmers produce less and lose farms
Farmers in developing nations produce less and lose markets
Assistance is requested for small farmers
More insect pests are eliminated
Farm production increases
More farm products are available
Levels of pesticides in soil increase
Levels of pesticides in crops increase
Levels of pesticides in humans increase
Cancer risk to humans increases

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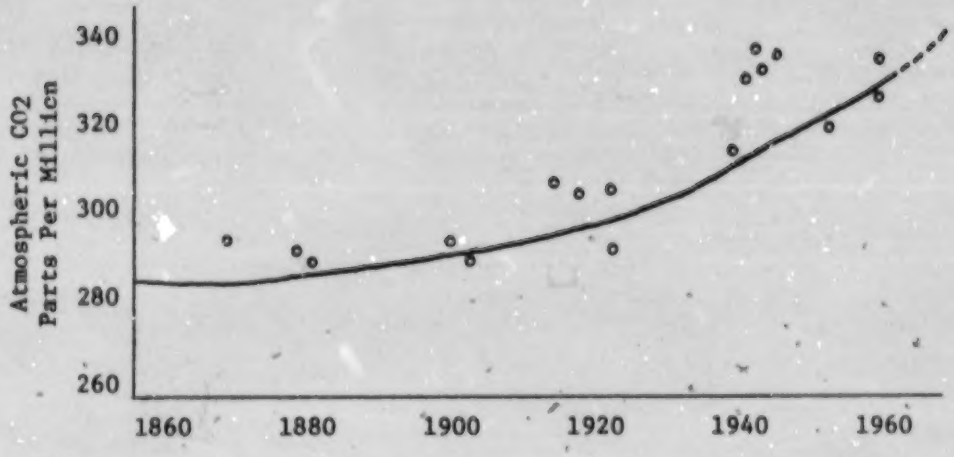
Handout 5F

CARBON DIOXIDE LEVELS



Source: Donella H. Meadows et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (New York: Universe Books, 1972).

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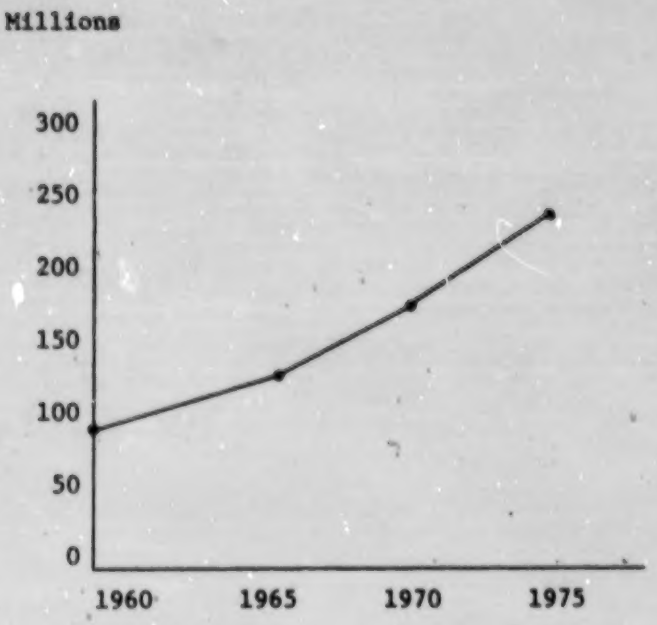
Handout 5G

WORLD MOTOR VEHICLE USE
(Passenger Cars)



Source: *World Statistics in Brief* (United Nations 1977), p. 227.

6. ENERGY AND NATURAL RESOURCES

Since the beginning of the Industrial Revolution, the peoples of the globe have come to use enormous quantities of fuel and mineral resources. Industries first used steam-powered machinery--and, later, other energy sources--to produce increasingly abundant supplies of goods at relatively low prices. Industries based on extracting, processing, manufacturing, and using mineral wealth expanded rapidly. The result was a radical departure from the relatively simple life that had formerly prevailed.

As this new technology began to grow, an industrial and urban-oriented society evolved which was responsible for providing the essentials of life to growing numbers of people. The rapid acceleration in population growth during this century has been accompanied by rising per-capita consumer demand, thus accelerating the depletion of our fuel and mineral resources. The full-scale development and expansion of the auto industry in the 1930s, for example, generated a huge demand for gasoline. At about the same time, natural gas and oil began to replace coal as the principal home heating fuel in the United States. Coal, although dirtier and costlier than these competing fuels, was more abundant; however, oil and gas were cheaper because processes for extracting these fuels were easier and less expensive than shaft mining. Since then, increasing industrialization and rapid population growth, translated into rising energy consumption, have caused an acceleration in the use of gas and oil that eventually resulted in significantly higher prices. Before beginning a unit of study on resource use and scarcity, it is important that students understand these trends which have combined to raise the level of global interdependence in regard to supplies of energy fuels and raw materials.

One widely publicized illustration of resource interdependence occurred in the fall of 1973, when the oil-rich Arab countries shut off petroleum supplies to some Western nations; by the following January the price of imported oil had doubled. Perhaps for the first time, U.S. residents become keenly aware of their vulnerability to any disruption in the international system that interferes with the movement of energy fuels. More recently, civil turmoil in Iran caused a further tightening of world oil supplies--another example of an oil-exporting country using its leverage not only to increase its income from the oil produced but also to enhance its economic power. Nevertheless, U.S. oil consumption continues to grow at a rate of 3-4 percent a year, and as a result we have moved from a position of marginal dependence on oil imports to one of major dependence.

Thus, as rising energy consumption presses against finite oil reserves, the international oil market has changed from a buyer's to a seller's market. It is important to point out to students that there is no "quick-fix" solution to this problem. For the present and foreseeable future, the oil-exporting countries are in the driver's seat, and energy consumers must begin to think in terms of reordering their priorities and altering their habits.

In mineral resources, as well, we are becoming increasingly dependent on imports, in particular on imports from relatively poor countries in

Asia, Africa, and Latin America. Interdependence among nations is usually characterized in terms of the dependence of poor countries on richer ones--a generalization that is essentially true when applied to capital and technology. When it comes to mineral resources, however, the dependence of rich countries on poor ones is increasing year by year. By the end of this century, according to projections made by the U.S. Department of the Interior, the United States will depend on foreign sources for more than half of its supplies of 13 basic raw materials. The prospect of a mineral cartel modeled after the Organization of Petroleum Exporting Countries (OPEC) is very real, especially in those instances where a few countries control most of the world's exportable supplies. Again, the point should be emphasized to students that the situation will probably get worse before it gets better, and that we need to look for new methods of international cooperation in the use and distribution of nonrenewable fuel and mineral resources.

Lesson 1: The Price of Gasoline

In 1973, the Organization of Petroleum Exporting Countries (OPEC) cut off oil shipments to the United States, Japan, and certain Western European countries in retaliation for their refusal to discontinue political support of Israel. Since then, as the OPEC nations have learned to convert their rich natural resources into billions of dollars, the price of gasoline has skyrocketed in almost every nation throughout the world.

In the United States, the rise in gasoline prices has been cushioned somewhat by government regulations which control the price of domestic oil. As we become more dependent on imported oil, however, sharper price increases will be virtually impossible to prevent. The impact of higher gasoline prices on individual citizens and on the country as a whole is the subject of this lesson.

Suggested Courses and Topics: *Economics (government regulatory policy, supply and demand, economic interdependence), current issues (economic interdependence), environmental studies (energy use and availability).*

Time Required: *1 class period.*

Instructional Objectives: *At the conclusion of this lesson, students will be better able to:*

--Describe how their personal lives and the country as a whole will be affected by higher gasoline prices.
--Understand the growing dependence of the United States on foreign sources of energy.
--Compare the price of gasoline in the United States with gas prices in other countries by analyzing data presented in a table.
--Decide whether sharp price increases in gasoline are a likely occurrence in the future.

Sources of Data: *Donella H. Meadows et al.*, The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind *(New York: Universe Books, 1972)*; *daily newspapers and news magazines.*

Introducing the Lesson

1. Divide the students into small groups and distribute copies of Handout 6A, "Gasoline--$3 a Gallon?" Explain that this exercise will help them assess the impact of higher gasoline prices on their personal lives and on the country as a whole. Allow time for the students to complete the reading.

2. After the students have finished the reading, be sure to clarify the following points before continuing with the activity:

--OPEC stands for the Organization of Petroleum Exporting Countries--those nations that produce most of the oil sold in world markets. It is in the best interests of this organization to restrict competition in order to limit the supply of oil and control its price.

--Until April 1979, U.S. oil companies that explored and developed domestic oil sources were prevented by law from selling their oil at prices higher than those set by the government. U.S. oil prices in April 1979 were about $5-$7 per barrel lower than world price levels. Since then, the price of domestic oil has been allowed to gradually rise; this situation is likely to continue until 1981, when domestic oil is expected to reach world price levels.

Developing the Lesson

3. Ask each group of students to use the reading in Handout 6A as a model for deciding how their lives might be different if gasoline prices rose to $3 a gallon. Give each group a copy of Handout 6B, "Higher Gasoline Prices--Impact Form," and allow time for all the groups to complete their worksheets. (Note: In filling out their sheets, each group should mention the impact of higher gasoline prices on automobile use in terms of (1) distance from home to school, (2) distance from home to shopping areas or places of employment, (3) mobility required for social activities, recreation, and community or volunteer service, (4) businesses and services dependent on motor vehicles, directly and indirectly, (5) maximum speeds at which people are permitted to drive.)

4. After all the groups have completed their worksheets, ask a representative from each group to write the list of effects compiled by that group on the chalkboard. Then focus a brief discussion on the following questions:

--Which effects would have the most impact on people's personal lives? On the country as a whole?

--Which effects would have the least impact?

--Which effects would be likely to be felt immediately?

--Which effects would be more likely to be felt after a longer period of time?

Concluding the Lesson

5. Distribute copies of Handout 6C, "Gasoline Prices in the Industrialized World, April 1979." Students should notice that gasoline prices of $2 or more per gallon are not unusual in industrialized nations. They should also notice that prices in two of the major oil-exporting countries, Kuwait and Saudi Arabia, are substantially lower than the world average--even lower than the price in the United States. Allow time for students to examine the handout carefully, and then introduce the following questions for discussion:

--How would your driving habits be affected if you lived in France? (Students might answer that they would drive smaller cars at lower speeds, participate in car pools, and plan trips carefully in advance.)

--After looking at gasoline prices in other industrialized nations, can you guess how the amount of gas consumed in these countries compares to the amount consumed in the United States? (Since prices are lower in the United States, consumption of gas is probably higher.)

--How can you account for the relatively low price of gasoline in the United States? (Until recently, domestic production was sufficient to meet demand, major domestic oil companies were subject to strictly enforced government pricing regulations, and the high volume of demand kept prices lower when supplies were adequate.)

--Would a drastic increase in the pump price of gasoline result in much greater efforts to conserve gasoline and other fuels in the United States?

--Now that you have seen examples of gas prices in other nations, does the opening scenario in this activity seem more plausible?

Lesson 2: The Allocation and Use of Natural Resources

Rising consumer demands during this century have used up great quantities of the potentially available fuel and mineral resources in the world. As population growth accelerates, will we be able to satisfy these proliferating demands? Or, as some observers fear, will our resources and technology ultimately prove inadequate to meet the challenges and demands of an ever-more-crowded world? By presenting data that introduce the issue of resource use and scarcity, this lesson should help students explore the answers to these questions and practice making decisions about how resources may be exploited and distributed in the future.

Suggested Courses and Topics: *Economics (supply and demand, economic interdependence), current issues (economic interdependence), environmental studies (resource use and scarcity, technology), future studies.*

Time Required: *Two class periods.*

Instructional Objectives: *At the conclusion of this activity, students will be better able to:*

--Interpret data about the supply and demand for natural resources.
--Understand the economic interdependence of nations in the supply and demand of natural resources.
--Recognize the need for international cooperation in making decisions about the exploitation and distribution of natural resources.

Source of Data: *Donella H. Meadows et al.,* The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind *(New York: Universe Books, 1972).*

Introducing the Lesson

1. To introduce the topic of resource use and scarcity, distribute copies of Handout 6D, "Beliefs About the Future," and allow students time to complete the questionnaire.

2. Focus a brief discussion on students' responses to the items. Encourage the students to compare their answers and discuss the differences between them. (Note: During an activity that involves making predictions, be cautious about giving your own opinion even if asked. If you want to present your own views, wait until the end of the discussion, and then make it clear that yours is "just another opinion" and not the "right" answer.)

Developing the Lesson

3. Explain that most people in the United States experienced one kind of resource scarcity in the fall of 1973, when oil prices doubled after Arab nations shut off supplies to Japan and some nations of the West. Many people are unaware, however, that the reserves of many other nonrenewable natural resources may be exhausted by the middle of the next century if rates of consumption continue to grow.

4. Distribute copies of Handout 6E, "Nonrenewable Natural Resources," and ask students to examine Table 1. The following questions will help students understand and apply the data in the table:

--Which resources show the highest projected rates of growth in consumption? (Aluminum and natural gas.)

--Which resources show the lowest projected rates? (Tin and iron.)

--As the rest of the world developes economically, what might happen to consumption rates? (They will probably increase.)

--If consumption rates continue to grow, which resources are expected to run out within the students' lifetime? (Nearly all the resources on the list, with the exception of chromium, coal, iron, and possibly nickel.)

--Do the students feel that they have the power needed to do anything about the trend toward resource depletion? If so, how it can be done?

--How do the students feel about life in the year 2000 if this trend continues?

Note: Some of the students may question whether known global reserves might increase as a result of new explorations, mining of the ocean, and technological advances. Even if we suppose, however, that our present known reserves can be expanded by a factor of five, the lifetime of the reserves would still be limited, given the expected increase in current rates of consumption. For example, a fivefold increase in gold reserves would extend the lifetime of those reserves from 9 to 29 years; similar increases would stretch coal reserves to 150 years (from 111 years) and petroleum reserves to 50 years (from 20 years).

5. To illustrate the dependence of the United States on imported raw materials, ask students to examine Table 2 in Handout 6E. Discuss the meaning of this table by asking the following questions:

--What do the data tell us about U.S. dependence on resources from other countries? (We are now dependent on foreign sources for many important resources and probably will become more dependent in the future.)

--For which resources will the United States be most dependent on foreign sources? (Aluminum, nickel, petroleum, chromium, and tin.)

--For which resources will we be least dependent on foreign sources? (Coal, copper, lead, natural gas, zinc.)

--What might increasing dependence on foreign mineral resources mean to the U.S. economy? (We would become more vulnerable to external forces beyond our control--for example, the formation of mineral cartels modeled after OPEC, demands by poorer resource exporters for higher prices, and strikes in foreign mining or in the shipping industry.)

--What might happen to the relationships between the United States and poorer countries as we become more dependent on these countries for mineral resources? (There may be a mutual recognition of the need to cooperate in the allocation of resources and the relationships may become more genuinely interdependent.)

Concluding the Lesson

6. Distribute copies of Handout 6F, "Uses of Fuel and Mineral Resources," and ask students to examine it, keeping in mind which resources we are most dependent on from other countries. Ask students to consider what the loss of these resources would mean to their individual lives. Again, stress the need for international cooperation in deciding who should exploit these resources and how they should be distributed among nations. (Note: As a follow-up activity, students might be assigned to investigate various products and household articles in order to determine which of these resources are used most extensively in everyday life.)

7. Direct the students to turn back to Handout 6D and review their responses to the questionnaire. Ask whether the students would change any of their responses after examining and discussing the data presented in this lesson. Be sure to fully probe with students the reasons behind whatever changes they mention.

Additional Resources for Unit 6

Primary Resources

"Energy" and "Control of the Seas," *Intercom* 78, by William Nesbitt and Andrea Karls. EJ 126 887 and 126 889. Global Perspectives in Education (1975).

The effects of global interdependence on trade and technology, food and population, energy and other resources, and the environment are covered in this issue of *Intercom*. The materials provided include classroom activities, readings, data presentations, supplementary discussion questions, and a list of additional resources.

The activity entitled "Energy" explores the relationships between energy supplies, per-capita consumption, and national income. The automobile is singled out for a brief case study of a product which requires large amounts of energy and resources to produce and operate.

"Control of the Seas" deals with a major global resource. As noted in the activity, nations are "staking out the oceans" in order to control fishing rights, oil reserves, and other mineral rights. Control of the seas, and of the resources contained in and under those seas, is a major international issue. This activity presents the major points of conflict between nations in regard to control of the seas and of the rights to harvest their resources. "Control" also includes a three-day ocean resources game which thrusts students into the roles of decision makers from various nations. The debriefing of the game ties the gaming activity to current events in the real world.

Throughout, the materials focus attention on issues of current concern to the United States and other nations. Both activities are very useful in the classroom. The simulated decision-making activity in "Control" makes it especially useful in classrooms where process as well as content is of concern to the teacher.

"Dilemmas of World Energy," in *Great Decisions '78*, edited by Wallace Irwin, Jr. Foreign Policy Association (1978).

"Dilemmas of World Energy" is an 11-page reading which examines the 20th-century addiction to oil, the oil shortage facing the world by the end of the century, levels of oil production and proven oil reserves, the role of the OPEC nations in the global marketplace, and such oil substitutes as coal, nuclear energy, solar energy, and geothermal energy. The materials provided, in addition to the reading, are supporting graphs and cartoons, a series of discussion questions, and suggestions for follow-up readings and films. The activity may be completed in one class period.

The primary question raised by "Dilemmas of World Energy" is how Americans--both average citizens and political leaders--will react to the energy issue. How will the nation respond to the passing of "pleasant

dreams" and the necessity of facing "hard realities"--how to increase oil production, how to conserve energy, how to balance trade-offs between a proliferation of coal and nuclear plants and concern for the global environment? The reading ends by reviewing the difficult decisions that will face the nation during the next few years as U.S. citizens attempt to cope with a complex, controversial issue. For mature high school students, the reading is a good introduction to the global dimension of the energy problems now confronting this country.

Energy (multimedia teaching kit). Xerox Education Publications (1974).

In the introduction to this multimedia world resources unit, the editors state that the energy problem is so massive that it will challenge human will and wisdom for decades to come, suggesting that humankind's use of energy may have been more foolish than wise. The materials provided in the kit are a sound/color filmstrip, a series of attitudinal surveys on energy issues, a student sourcebook containing eight readings on energy issues, a set of multiple-choice tests, and a teacher's guide. The basic activity could be completed in one class period; if the attitudinal surveys and readings are used, the activity could be extended to fill four or five class periods.

Energy examines a variety of energy-related issues: sources and uses of energy, its impact on people and the environment, and its possible future development. The filmstrip deals primarily with the impact of the oil crisis. The student sourcebook is organized around eight topics: human energy dependence, fossil fuels, U.S. energy policy, energy and the environment, the economics of energy, nuclear energy, global perspectives on energy issues, and alternative forms of energy.

The materials in this teaching kit raise questions of current global concern: How long can people demand and waste large amounts of energy? Do immediate energy needs justify compromises in efforts to protect the environment? Is energy too precious to all nations to allow energy resources to be controlled by only a few nations? Where do our best hopes for clean, renewable energy sources lie? This unit provides a stimulating introduction to these questions and to the broader issue of resource use and scarcity.

Cashing in on the Ocean (3/4" sound videotape), produced by BBC-TV. WGBH-TV (1979).

Depletion of the land's natural resources has made tapping minerals from the ocean an economically and politically attractive enterprise. This film, available only as a videocassette, is about the efforts of research scientists to explore manganese nodules on the ocean floor, the mining technology now available for extracting these nodules, and the struggle of developing countries for a share in this newly accessible worldwide resource.

As a result of viewing the 59-minute program, both cognitive and affective learning should take place. In the cognitive area, students should learn that manganese nodules are, where they are located, and why they are of such interest. Also, students should be able to describe

some of the equipment that has been devised to mine the ocean floor and the hazards that will be encountered as the minerals are extracted. In the affective area, students should come to an understanding of the need for cooperation between the developed and developing countries over ocean resources and the profound effect that international agreements about ocean resources will have on the future of world economics and politics.

A major accomplishment of the film is that groups with conflicting interests in regard to the manganese nodules are clearly distinguished from one another through the kinds of questions each asks about the nodules. For example, the oceanographers want to know how and when the nodules were formed and how they fit into marine ecology. The commercial interests want to know where the best nodules are located and how they can be retrieved in profitable quantity. Finally, the international community of developed and developing nations poses questions about whether the nodules belong equally to all nations and whether those with advanced technology and capital should benefit the most.

Before using the film, teachers should review the history and proposals of the International Conference on the Law of the Sea in order to help students understand the position of the developing nations.

World Resources and Responsibilities (2-part sound filmstrip), by Carol Deegan. Prentice-Hall Media (1976).

This filmstrip examines the widening gap in wealth between the "have" and "have-not" nations and considers what might be done to close this gap. The materials include a teacher's guide which provides an overview of the program and its purpose, follow-up questions and suggested activities for each filmstrip, a glossary of terms, and a brief bibliography.

The program has two primary objectives: (1) to acquaint students with problems that might result from a shift in the balance of wealth and resources from the developed to the developing countries and (2) to encourage students to compare various alternatives and programs for readjusting the balance of global wealth.

The filmstrip is particularly strong in pointing out the differences between nations relative to degree of industrialization, prospects for self-sufficiency, and ability to survive in the world.

Global Futures (simulation game). Earthrise (1974).

Global Futures reflects the developers' belief that students need to engage in the management and planning of world problems before they can achieve any real understanding of how these problems are interrelated. In the process of understanding the complexities of the contemporary world, students become involved in making decisions, accepting the consequences of their decisions, and developing effective communication skills. By the end of the game they should have learned that, although serious difficulties may lie ahead, tools and methods are available for resolving these difficulties in a rational manner.

The game begins by dividing the world into eight regions, one per player. Each player is given an initial amount of population, food, and

technological resources in a distribution which approximates the present condition of the world. The play is conducted in rounds; each round is ten minutes long and simulates five years of real time. During each round, players discuss and conduct trades, give foreign aid, form alliances, and exchange resources.

The players learn early in the game how world problems are interrelated. For example, if a player chooses to obtain a population unit without a corresponding food unit, one "world destruct point" is assessed. For each round in which a player's technological units are twice that of his or her population unit, another "world destruct point" is assessed. Winners and losers are determined by which players can achieve a high standard of living without exceeding a certain number of "world destruct points."

One element that detracts from the realism of the game is the assumption that nonpolluting technology--solar energy, for example--will not be obtainable in the future. Another frustration is created by the difficulty of simulating five years' time in ten minutes. Since the game allows for participation by only eight players, the teacher may wish to encourage greater student involvement by arranging for two or three games to be played at the same time.

Supplementary Resources

Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind, by Donella H. Meadows et al. Universe Books (1972).

This reading is a pessimistic look into the future which calls attention to problems that will affect the supply and demand for various resources. It examines the ideas of exponential growth and the earth's interlocking systems, as well as the idea of imposing limits on consumption of goods and the size of the human population. A variety of charts, graphs, and tables are presented which can be easily adapted for classroom use.

Teaching About Energy Awareness: 33 Activities, Environmental Education series, no. 4, by Gary Smith et al. Center for Teaching International Relations (1978).

The materials in this unit consist of objectives, teaching strategies, a list of energy issues, and 33 classroom activities, each complete with suggested teaching procedures and all necessary student materials.

Teaching and Learning About Science and Social Policy, by Kenneth D. Benne and Max Birnbaum. Social Science Education Consortium (1978).

The authors of this book present a rationale for the teaching about issues related to science and technology in the social studies curriculum. After discussing general methods of teaching about science and social policy, the authors present suggested curriculum and teaching strategies for dealing with specific issues, among them nuclear energy. The background readings provided for teachers are suitable for student use as well.

The Twenty-Ninth Day, by Lester R. Brown. W.W. Norton (1978).

This description of the necessity of accommodating human needs and demands to the earth's limited resources is written in nontechnical terms and contains numerous examples which teachers will find especially useful.

Repairs, Reuse, Recycling--First Steps Toward a Sustainable Society, Worldwatch Paper no. 23, by Denis Hayes. Worldwatch Institute (1978).

This bulletin describes how the potential impact of future mineral cartels modeled after OPEC could be reduced through recycling. The author examines programs for reducing waste and recycling materials through both local and centralized facilities.

"World Law of the Oceans," in *Great Decisions '79*, edited by Wallace Irwin, Jr. Foreign Policy Association (1979).

This reading reviews the United Nations Conference on Law of the Sea and examines freedom of the seas, mining the seas, and possibilities for cooperation and confrontation between the nations of the world.

Dawn of the Solar Age (16mm sound/color film), produced by WGBH-TV and BBC-TV. Time/Life Multimedia (1977).

This two-part, 54-minute film examines the desperate race to develop solar power as an alternative energy source. The first part answers questions related to the costs and efficiency of solar energy; the second part explores ways of harnessing the sun through wind and water energy.

We Will Freeze in the Dark (16mm sound/color film), produced by Capital Cities Communications. McGraw-Hill Films (1975).

This 42-minute film highlights the increasing dependency of U.S. citizens on imported oil and the need for conservation in order to provide us with sufficient time to develop alternate sources of energy and perfect a long-term solution.

Oil: Global Weapon (filmstrip), by Jenny Tesor. Educational Enrichment Materials (1974).

By providing a worldwide look at oil as a powerful new political weapon, this filmstrip examines how the need for oil will affect the priorities of the Western world.

Sharing Global Resources (filmstrip). American Friends Service Committee (1977).

This filmstrip is a factual, nonrhetorical tool designed to stimulate thinking and discussion about complicated issues related to world economic order, distribution of the world's resources, and the problems involved in the development in poor countries of political and economic systems capable of meeting their needs.

The Energy Crisis: Depleting the World's Resources (sound filmstrip). Current Affairs Films (1973).

The subject of this filmstrip, accompanying cassette tape, and discussion guide is oil as a major factor in the global energy crisis. Designed to be used with secondary students, it offers a good introduction to energy as an interdependent, global issue.

Starpower (simulation game), developed by R. Garry Shirts. Simile II (1969).

This game simulates a low-mobility, three-class society based on wealth. It is an effective vehicle for allowing students to examine the relationship between economic wealth and power, social mobility, the "haves" vs. the "have-nots," and social conflict.

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Handout 6A

GASOLINE--$3 A GALLON?

During the summer of 1981, civil war breaks out in Saudi Arabia between Marxist and Moslem factions. The United States now imports nearly 60 percent of its oil from foreign sources, of which approximately 50 percent comes from Saudi Arabia. As civil strife and chaos continue to mount in Saudi Arabia, the oil fields shut down and all exports to the United States are cut off. The United States comtemplates intervention in the conflict but is concerned about retaliation from Russia and the possibility that this dispute might then escalate into worldwide conflict.

Since the end of the oil shortages brought on by the Arab boycott in 1973, the demand for energy in the United States has gradually resumed its upward climb. At the same time, many developing countries which are experiencing a steady increase in both aggregate and per-capita GNP are now competing with the United States for energy, further diminishing already scarce supplies. In response to this situation, the U.S. Congress authorized the funding of a crash program in energy research; however, this program has become hopelessly bogged down in red tape and bureaucratic squabbles. Meanwhile, pressure from environmental interests has led to production of more and more unleaded gasoline in order to cut down on automobile pollution. Unleaded gasoline is more expensive and takes longer to refine than regular gasoline.

If all of this is not enough to discourage the motorist, members of the Organization of Petroleum Exporting Countries (OPEC) meet in Kuwait and decide that they will produce more oil to make up for the loss from Saudi Arabia, but only at significantly higher prices. The price of crude oil per barrel virtually doubles overnight, from $21.70 to $42.10 per barrel.

Two possible courses of action are available to the president. The first option would be to order that a mandatory rationing program be put into effect in an effort to conserve gasoline. The management and implementation of this program would require the establishment of a new federal bureaucracy, at a cost of $2 billion to the taxpayer. The other option would be to eliminate all remaining regulations which control the price of oil, in the hope of stimulating domestic production and forcing consumers to conserve through higher prices. After consulting his advisers, the president chooses the latter course.

The combination of the president's decision and other political, economic, and environmental factors pushes the price of gasoline to $2 and finally to $3 per gallon over a short period of time.

Handout 6B

HIGHER GASOLINE PRICES--IMPACT FORM

Directions: Assume that the pump price of gasoline has risen to $3 per gallon, as described in Handout 6A. List 3-5 probable effects of this situation on your personal life and on the country as a whole.

Effects on your personal life

1.

2.

3.

4.

5.

Effects on the United States

1.

2.

3.

4.

5.

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Handout 6C

GASOLINE PRICES IN THE INDUSTRIALIZED WORLD, APRIL 1979

Country	Price
France	$2.44
Italy	2.26
Switzerland	2.22
Japan	2.10
Sweden	2.07
West Germany	2.04
Israel	1.90
Spain	1.75
South Africa	1.53
England	1.50
Eastern Canada	.97
Western Canada	.92
United States	.78
Saudi Arabia	.55
Kuwait	.48

Note: All prices are per-gallon of regular gasoline in $U.S. equivalent.

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Handout 6D

BELIEFS ABOUT THE FUTURE

Directions: This handout contains 15 statements about the future. Indicate your opinion of each statement by circling one of the numbers beneath it, according to key below.

Key

-3 = disagree strongly
-2 = disagree for the most part
-1 = disagree somewhat
0 = uncertain
+1 = agree somewhat
+2 = agree for the most part
+3 = agree strongly

1. Fuel resources--for example, petroleum, natural gas, and uranium--may be in short supply even at higher prices by the turn of the century.
   -3 -2 -1 0 +1 +2 +3
2. There is a strong probability that such mineral resources as gold, silver, and aluminum will be exhausted by the year 2050 if the current rate of consumption continues.
   -3 -2 -1 0 +1 +2 +3
3. It is possible to avoid exhausting our resources by coming up with technological advances that will remove our dependence on traditional sources of energy.
   -3 -2 -1 0 +1 +2 +3
4. Demands for fuel and mineral resources in the United States will continue to grow at approximately the current rates.
   -3 -2 -1 0 +1 +2 +3
5. The probability is relatively low that the United States will fund a crash program to find alternative sources of energy before 1990.
   -3 -2 -1 0 +1 +2 +3
6. Before the year 2000 there will be a massive global effort to collect, sort, dismantle, and reuse the many resources now being discarded around the world.
   -3 -2 -1 0 +1 +2 +3
7. It is probable that environmentalist groups will be able to block the exploitation of fuel and mineral resources for the next five to ten years.
   -3 -2 -1 0 +1 +2 +3

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8. In their attempts to catch up with the industrialized nations, the developing countries will ignore pressures to restrict the exploitation and use of fuel and mineral resources.

-3 -2 -1 0 +1 +2 +3

9. Since further industrialization of the developed world would be disastrous, the rich nations should halt their industrial growth and share their present wealth with the poor.

-3 -2 -1 0 +1 +2 +3

10. In regard to the use of fuel and mineral resources, life 25 years in the future is likely to be completely different from life in the present.

-3 -2 -1 0 +1 +2 +3

11. Given current and near-future technology, it should be possible to support, more or less satisfactorily, a world population of 20-30 billion at a level of $20,000-$30,000 per capita for centuries.

-3 -2 -1 0 +1 +2 +3

12. Within the next 50 years, a new set of global restrictions will limit the amount and extent of industrialization.

-3 -2 -1 0 +1 +2 +3

13. Recent shortages of resources are clear indicators of more-disastrous events in the medium- and long-range future.

-3 -2 -1 0 +1 +2 +3

14. For many fuel and mineral resources, the worldwide rate of use is growing faster than world population.

-3 -2 -1 0 +1 +2 +3

15. The 21st century is likely to bring a postindustrial economy in which more suffering will result from the anxieties and ambiguities of wealth than from physical deprivations caused by resource scarcities.

-3 -2 -1 0 +1 +2 +3

Handout 6E

NONRENEWABLE MINERAL RESOURCES

Table 1

Resource	Known Global Reserves	Projected Rate of Growth in Consumption (% per Year)	Exponential Index (Years)
Aluminum	1.17×10^9 tons	6.4	31
Chromium	7.75×10^8 tons	2.6	95
Coal	5×10^{12} tons	4.1	111
Copper	308×10^6 tons	4.6	21
Gold	353×10^6 troy oz.	4.1	9
Iron	1×10^{11} tons	1.8	93
Lead	91×10^6 tons	2.0	21
Manganese	8×10^8 tons	2.9	46
Mercury	3.34×10^6 flasks	2.6	13
Natural gas	1.14×10^{15} cu. ft.	4.7	22
Nickel	147×10^9 lbs.	3.4	53
Petroleum	455×10^9 bbls.	3.9	20
Platinum	429×10^6 tray oz.	3.8	47
Silver	5.5×10^9 troz. oz.	2.7	13
Tin	4.3×10^6 lg. tons	1.1	15
Zinc	123×10^6 tons	2.9	18

Source: Donella H. Meadows et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (New York: Universe Books, 1972). Note: The figures in the column headed *exponential index* represent the number of years that known global reserves will last if consumption continues to grow at the projected rates of growth in the third column.

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Table 2

Resource	Countries or Areas with Highest Reserves (% of world total)	Prime Producers (% of world total)	U.S. Consumption (% of world total)
Aluminum	Australia (33) Guinea (20) Jamaica (10)	Jamaica (19) Surinam (12)	42
Chromium	Rep. of S. Africa (75) Turkey (10)	USSR (30) Turkey (10)	19
Coal	U.S. (32) USSR-China (53)	USSR (20) U.S. (13)	13
Copper	U.S. (28) Chile (19)	USSR (20) USSR (15) Zambia (13)	33
Gold	Rep. of S. Africa (40)	Rep. of S. Africa (77) Canada (6)	26
Iron	USSR (33) S. America (18) Canada (14)	USSR (25) U.S. (14)	28
Lead	U.S. (39)	USSR (13) Australia (13) Canada (11)	25
Manganese	Rep. of S. Africa (38) USSR (25)	USSR (34) Brazil (13) Rep. of S. Africa (13)	14
Mercury	Spain (30) Italy (21)	Spain (22) Italy (21) USSR (18)	24
Natural gas	U.S. (25) USSR (13)	U.S. (58) USSR (18)	63
Nickel	Cuba (25) New Caledonia (22) USSR (14) Canada (14)	Canada (42) New Caledonia (28) USSR (16)	38
Petroleum	Saudi Arabia (17) Kuwait (15)	U.S. (23) USSR (16)	33
Platinum	Rep. of S. Africa (47) USSR (47)	USSR (59)	31
Silver	Communist countries (36) U.S. (24)	Canada (20) Mexico (17) Peru (16)	26
Tin	Thailand (33) Malaysia (14)	Malaysia (41) Bolivia (16) Thailand (13)	24
Zinc	U.S. (27) Canada (20)	Canada (23) USSR (11) U.S. (8)	26

Source: Donella H. Meadows et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (New York: Universe Books, 1972), p. 56-59.

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Handout 6F

USES OF FUEL AND MINERAL RESOURCES

Aluminum. Cans, containers, protective wrappings, household utensils, electrical insulation, heat absorbents, pigments, corrosive-resistant alloys.

Chromium. Household utensils, stainless-steel products, plumbing fixtures, decorative paintings, colored glass, vehicle trim, steel alloys.

Coal. Solid: fuel, charcoal; liquid: dyes, drugs, waterproofing, paints, roofing, insulation materials.

Copper. Heat and electrical conductors, electrical wiring, water piping, household utensils, jewelry, coins, printing plates, bronze and brass alloys.

Gold. Jewelry, coins, decorative coatings, thermal and electrical conductors, dentistry, plated coatings.

Iron. Metal plates, gratings, rails, hardware products, pottery appliances, branding irons, automobiles, construction, structural alloys.

Lead. Containers, pipes, solder, type metal, bullets, radiation shielding, paints, antiknock compounds, pencils, roofing, printing.

Manganese. Alloys with steel and other metals.

Mercury. Thermometers, barometers, vapor lamps, batteries, chemical pesticides, pigments, pharmaceuticals, medicine.

Natural gas. Fuel, manufacture of organic compounds.

Nickel. Alloys, corrosion-resistant surfaces and batteries, electroplating, coins.

Petroleum. Gasoline, fuel, lubricating oils, paraffin wax, asphalt, naptha, natural gas, plastics, derivative products.

Platinum. Jewelry, dentistry, coins, electroplating, gas absorbents, photography, electrical components.

Silver. Tableware, household articles, coins, jewelry, photography, electrical contacts, printed circuits, dentistry, soldering alloys.

Tin. Cans, containers, protective wrappings, household utensils, corrosion innibitors, metal plating, alloys, type metal.

Zinc. Electric fuses, anodes, meter cases, roofing, gutters, rubber, plastics, pharmaceuticals, cosmetics, alloys.

7. HUMAN RIGHTS

It has never been an easy task to clarify the concept and meaning of human rights. Since the early 17th century, important statements about human rights have been made by governments in England, France, Russia, and the United States. Contemporary concern for human rights can be largely traced to these earlier statements.

In the United States, the founding fathers expressed their ideas about human rights in the first ten amendments to the Constitution, popularly referred to as the Bill of Rights. The movement to abolish slavery was an influential factor in the development of concern for human rights in this country, as was the impact of the labor movement at the end of the last century.

During the two world wars of this century, human rights were repeatedly violated; the Nazi regime of Adolph Hitler committed some of the most blatant violations of human rights in the history of humankind. Studying the historical background of the human rights question should enable students to see that the struggle for human rights has not been confined to modern-day examples.

Since the end of World War II, the United Nations has been the principal international body involved in establishing a definition of human rights that would be equally relevant and applicable to all nations. From the start, however, the efforts of the U.N. have been hampered by political disputes among its participating nations. Western nations claim that individuals in Communist countries are denied the basic human rights of free speech and freedom of religion. The Communist bloc responds by charging that capitalist nations deprive some of their people of the right to work and the right to a free education. Many third- and fourth-world nations equate human rights with the right to national self-determination, further intensifying the debate as to what constitutes a human right.

As the first lesson in this unit indicates, there are numerous examples of countries which have violated one or more tenets of the U.N.-adopted Universal Declaration of Human Rights. In the Soviet Union, political and religious liberty is flagrantly violated. Political and religious violations have also occurred in Uganda, Nicaragua, South Korea, Iran, Chile, and South Africa.

Most U.S. citizens do not worry about threats to their religious or political freedom. It is less clear, however, whether the U.S. government provides sufficient protection for other kinds of rights--for example, equal opportunity for women, equal justice for the poor and minorities, and guaranteed employment.

How can human rights best be protected? The U.N. declaration is ambiguously worded and has no real enforceability. Indeed, there are no effective procedures for enforcing decisions to protect human rights. For example, if a national government granted refuge to a group of political terrorists, the only way that other countries could voice their objections would be to direct unfavorable publicity at the offending

country. It is apparent that steps must be taken to strengthen the enforcement provisions of the U.N. declaration or create new machinery for protecting human rights.

In an era of increasing global interdependence, it is especially important for students to be aware of the existing cultural diversity in regard to human rights. They must learn that each of us can secure our rights only by promoting the rights of all men and women. In this sense, students should come to recognize the various kinds of threats to rights, share a willingness to preserve rights and freedoms, and begin to further the cause of human rights through public protest and participation in efforts to remedy unequal opportunities in all areas of life.

Lessons 1 and 2: Human Rights at Home and Abroad

Human rights is a subject of hot debate these days. The news media bring us accounts of life in Soviet prison camps, torture in Latin America, apartheid in South Africa. Yet, it is difficult for most of us to identify with these stories because they are about faraway people and events. By examining the differences between conceptions of human rights in the United States and those in other nations, this two-part activity attempts to help students understand that what happens in any part of the world eventually affects us all.

Suggested Courses and Topics: U.S. history or government (Constitution, civil-rights movement, post-World-War-II foreign policy), current issues (human rights), world cultures (United Nations, human family, social interdependence).

Time Required: Three or four class periods.

Instructional Objectives: At the conclusion of this lesson, students will be better able to:

--Identify basic human rights and freedoms, such as those identified in the U.N.'s Universal Declaration of Human Rights.
--Recognize differences between the conceptions of human rights of different societies and nations.
--Recognize differences between states of human, civil, political, and economic rights in various parts of the world.
--Identify some approaches that might be used to protect human rights in various parts of the world.

Sources of Data: United Nations publications; newspapers and news magazines.

Introducing Lesson 1

1. Distribute copies of Handout 7A, "U.N. Universal Declaration of Human Rights," and allow a few minutes for the students to read it. (Note: This document was unanimously adopted by the General Assembly of the United Nations on December 10, 1948. However, the United Nations lacks the power of enforcement; thus the document has no legal authority behind it.)

2. Tell students to use a separate sheet of paper and list, in one column, those rights in the U.N. declaration that may be considered civil and political (i.e., the private rights of individuals) and, in another column, those rights considered to be social and economic (i.e., the material rights of individuals). Help the students explore the differences between the two categories of rights by asking the following questions:

--Which category seems to receive more emphasis? (Political and civil rights, treated in articles 1-21; economic and social rights are found only in articles 22-28.)

--Are there any rights missing from the document which should be included? What are they?

--Which kind of rights is more important to you, economic rights or political rights? Why?

3. Before continuing the lesson, make sure students understand that the Western and Eastern blocs of nations differ in the importance they place on rights. The first ten amendments to the U.S. Constitution (the Bill of Rights) deal with political rights. The freedoms of speech and assembly are thus very important to Western countries, while the Communist bloc places more emphasis on economic and social rights--for example, the right to work and the right to education. All countries, however, agree that the rights identified in the U.N. declaration constitute a generally acceptable list of human rights.

Developing Lesson 1

4. Ask the students to form small groups to read and discuss the case studies in Handout 7B, "Human Rights Abroad." The questions that precede the case studies will guide the groups in investigating the issues and deciding how the United States should react to each of the violations.

5. Focus a class discussion on the students' responses to the case studies. On the chalkboard, list those factors which the groups considered to be most important in making their decisions about U.S. policy. Ask whether the groups experienced any serious conflicts during the decision-making process--for example, did opposition to human rights violations in the Soviet Union conflict with the desire for a strategic arms limitation agreement? For each conflict reported, ask the group to explain the basis for its resolution. One result of the discussion should be the realization that making decisions about human rights issues often involves supporting one value at the expense of another.

Concluding Lesson 1

6. Distribute copies of Handout 7C, "Human Rights Violations and U.S. Responses," and ask each group to compare its hypothetical decisions for each of the four situations with the actual policies followed by the Carter administration. Be sure to explore both similarities and differences between each pair of decisions.

7. Point out that, although this lesson has examined human rights violations in other areas of the world, it has not dealt with possible violations of human rights in the United States. Explain that this possibility will be explored in the next lesson.

Introducing Lesson 2

1. Remind the class that soon after his appointment as U.S. ambassador to the United Nations, former Congressman Andrew Young stated publicly that hundreds--perhaps thousands--of U.S. citizens were being held in U.S. prisons as political prisoners. Ask whether students agree or disagree with Ambassador Young's statement? On what facts do they base their opinions?

2. Ask students to review the rights identified in the U.N. Universal Declaration of Human Rights (Handout 7A) and ask students whether they can identify any violations of those rights in the United States. After briefly discussing this issue, again divide the class into small groups.

Developing the Lesson

3. Distribute copies of Handout 7D, "Human Rights at Home," and ask the groups to use it to investigate possible human rights violations in the United States. The groups will also need to refer to the U.N. declaration (Handout 7A).

4. Ask each group to report to the class on its findings. (In general, they should find that all the cases revolve around political, economic, and social issues. The impact of any or all of these cases on U.S. foreign policy would be the assertion of other nations that because the United States itself violates human rights it has no moral right to criticize other nations for doing so.)

Concluding the Lesson

5. Discuss the state of human rights in the United States. How prevalent are violations? What can individuals do about violations? How does the U.S. compare to most other nations of the world in this respect?

6. Ask students to compare the U.S. Bill of Rights with the U.N. declaration. What are the similarities and differences?

Additional Resources for Unit 7

Primary Resources

The Struggle for Human Rights, by Jack F. Fraenkel et al. Institute for World Order (1975).

On December 10, 1948, the U.N. General Assembly adopted the Universal Declaration of Human Rights. In this document, the member nations promise to strive to obtain "equal rights . . . and better standards of life for all people." How effective is this declaration? What is the relationship between human rights and personal and national values systems? How might we assure a future in which the promise of the declaration has been filled?

Students examine these and other questions in this five-chapter booklet, the primary purpose of which is to promote inquiry into the meaning of human rights. Accompanying each chapter of the text are news stories from around the world which illustrate the problems, follow-up questions to the news stories, photographs, discussion questions, and classroom activities and projects.

The introductory chapter explores the question: What is a human being? The second chapter examines what is meant by "rights" and whether law and treaties are effective in protecting rights. The third chapter investigates how people's values affect their behavior toward other people and, using examples from the text, suggests how to make rational decisions when values conflict. The fourth chapter describes and compares a number of approaches that might be more effective in the future. Finally, students are presented with suggestions for developing their own ideas about how we may achieve a world in which everyone is guaranteed full human rights.

The Struggle for Human Rights offers a balanced treatment of human-rights issues which should be useful in clarifying the value conflicts inherent in any discussion of the subject.

"Teaching About the Holocaust," *Social Education*, April 1978, by Theodore Freeman et al. National Council for the Social Studies (1978).

Historically speaking, few more-compelling cases of human rights violations can be found than the Nazi Holocaust. Unfortunately, most textbook writers treat this topic as only a miniscule segment of the curriculum. This issue of the journal *Social Education* (available in most college libraries) contains materials drawn from a variety of sources which can be integrated into world history classes. By confronting the horror and tragedy of the Holocaust, the authors believe, students will be better able to deal with "still unanswered questions of blind authority, reawakened to some degree by Vietnam and by Watergate." More important, they feel, studying the Holocaust will help prevent future tragedies of its genre.

The learning package begins with an introductory article, "Why Teach About the Holocaust," followed by a chronological survey of the Holocaust from 1933 to 1945. In a reading entitled "Then and Now: The Experiences of a Teacher," Elie Wiesel relates the frustration and difficulty in

teaching about "events that defy knowledge and experiences that go beyond the imagination." "Confronting the Moral Implications of the Holocaust," by Raoul Hilberg, points out that the Holocaust was not just a simple act carried out by a single will but, in fact, consisted of many small acts in which numerous institutions and individuals were involved. Hilberg raises an interesting question: "What did the average German know, and what was his response to it?" The package continues with a detailed description by Roselle Chartock of a Holocaust unit which she created for classroom teachers. Her description includes readings, filmstrips, films, writing assignments, interviews, and discussion questions which she used to examine the complexities and dilemmas of the Holocaust. The issue concludes with an extensive list of sources and resources prepared by the Anti-Defamation League of B'nai B'rith.

Teachers who want to introduce students to human rights and related issues should find "Teaching About the Holocaust," an excellent resource for studying an important historical example of human rights violations.

"Human Rights Abroad," in *Great Decisions '78*, edited by Wallace Irwin, Jr. Foreign Policy Association (1978).

"Human Rights Abroad" is a ten-page reading about human rights in the United States and abroad. Included with the materials are discussion questions and suggestions for follow-up readings and films. The activity could be completed within one class period.

The reading raises the following questions: Can the United States advance individual freedom abroad without endangering peaceful and orderly progress at home? What means should be used to conduct such a foreign policy? If we pursue a foreign policy based on human rights, how soon can we expect results? What kind of results should we expect? The reading concludes by presenting three basic options for incorporating human rights into U.S. policy. The main strength of the activity lies in the discussion questions, which do an excellent job of focusing attention on a complex issue.

Terrorism (multimedia teaching kit), by Norm Goldstein. Prentice-Hall Media (1979).

The proliferation of global terrorism, its perpetrators, its victims, and the intensified effort for worldwide suppression constitutes the subject matter of this teaching kit, which includes a two-part color filmstrip, a teacher's guide with complete script, follow-up learning activities, discussion questions, and a set of eight duplicating spirit masters. The purpose of the unit is to make students aware of the tactics used by terrorists in support of their political viewpoints, and to point out that such tactics are incongruent with rhetoric that emphasizes "concern for humanity." The program illustrates its conception of the 1970s as the "decade of global terror" with many graphic examples, among them the Lod Airport shootout between Israeli soldiers and Japanese terrorists, the Red Brigade's assassination of Aldo Moro, and the Palestinian raid on the Olympic Village in Munich. The filmstrip features interviews with William Webster, director of the FBI, and Robert Kupperman, a U.S. State Department authority on terrorism.

This teaching kit provides a useful starting point for a class discussion about terrorism and its potential effect on individual rights. It does little to distinguish, however, between terrorist groups that do not have a clearcut political ideology and those that may have legitimate and serious grievances. For students to understand such a sophisticated political concept as terrorism, further research and reading will be required.

Human Rights (multimedia teaching kit), by Richard Blystone. Prentice-Hall Media (1978).

How does the U.S. government define the term *human rights?* Which nations practice routine violations of human rights? How should the United States respond to these violations? What conflicts confront the United States concerning its human rights policies?

These questions are explored in *Human Rights*, a multimedia program consisting of a two-part color filmstrip with cassette, a program guide, and a set of eight spirit duplicating masters. The program is designed to make students aware of the large number of people who are controlled by oppression, the different ways in which the United States can apply power to effect change in nations that routinely violate human rights, and the difficulties involved in trying to help people in other nations.

Part 1 of the program provides background on the origin and development of concepts of individual rights. Part 2 identifies countries that routinely violate human rights along with descriptions of their violations. Featured in the filmstrips are interviews with such prominent spokesmen as Andrew Young, Daniel Patrick Moynihan, and Ernest LeFever.

Human Rights is a good introduction to a morally and politically complex subject. The program can easily be incorporated into history, political science, current affairs, values, and psychology classes.

Supplementary Resources

Teaching About International Terrorism, by Jack Newhouse et al. Social Studies Division, West Virginia Dept. of Education (1978).

This learning package, which includes historical background, classroom activities, selected descriptions of terrorist organizations, and newspaper accounts of terrorist incidents, offers a well-organized, systematic approach to defining international terrorism and comparing the economic, social, and political consequences of terrorist activities.

International Human Rights Kit, edited by Robert Woito. ED 152 655. World Without War Publications (1977).

Designed for students and concerned citizens, this kit includes a self-survey, the basic texts of the U.S. and Soviet bills of rights and the U.N. Universal Declaration of Human Rights, procedures for filing a human-rights complaint, and a resource guide to ideas, organizations, and individuals.

The Human Family, Human Rights, and Peace, by Alice Doumanian Tankard. Center for Teaching About Peace and War (1973).

This is a sourcebook of questions and topics for the discussion and study of the U.N. Universal Declaration of Human Rights. The author's commentary on the declaration should make the technical language of the document more meaningful to the average student.

International Human Rights and International Education, by Thomas Buergenthal and Judith V. Torney. U.S. National Commission for UNESCO (1976).

This book contains detailed information about the human rights activities of international and regional organizations, major research findings about students' international knowledge and attitudes toward human rights, and a critical survey of selected curriculum materials dealing with international human rights and international education.

International Human Rights and U.S. Policy, by Helen Garvey. World Education Center (1979).

This miniunit for high school classes examines U.S. international human rights policy, analyzes some objections to that policy, and takes the students through a role-playing exercise presenting four different points of view on what U.S. policy ought to be. Included in the materials are primary source documents and some excellent suggestions for using them in the classroom.

"International Terrorism," in *Great Decisions '79*, edited by Wallace Irwin, Jr. Foreign Policy Association (1979).

This reading and the accompanying discussion questions define terrorism and present a broad profile of the terrorists and their causes. The response of the United States to terrorism and possible future trends are also highlighted. Suggestions for follow-up reading are provided.

"Politics of Terror," *Newsweek: News Focus*, May 1975. Newsweek Educational Programs (1975).

This 16-page visual learning kit examines terrorism through the use of maps, charts, pictures, cartoons, and diagrams (all easily made into overhead transparencies). Five pages of text and study questions supplementing the visual elements allow the students to probe the issue further.

Human Rights: Who Speaks for Man? (filmstrip), by Curtis Colby. Current Affairs Films (1978).

This filmstrip gives students concrete examples, in an international context, of human rights violations. It contains an extensive interview with David Hawk, executive director of Amnesty International, and a teacher's guide with suggestions for discussion questions and activities.

Terrorism (filmstrip), by Ursula Hums. Educational Audio Visual (1976).

This filmstrip asks students to consider the nature of terrorism and its ends, who terrorists are, and why they use the methods they do. Focusing primarily on IRA terrorist activities in Northern Ireland, the program examines international efforts to counter random violence.

What Right Has a Child? (16mm sound/color film), produced by United Nations Televisions. McGraw-Hill Films (1975).

Children from all over the world speak about the U.N. Declaration on the Rights of the Child (passed by the United Nations on November 20, 1959) and what it means to them in this 15-minute film. The children's statements are contrasted with photographs of the reality of much of the world's condition.

Handout 7A

U.N. UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedom set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, nonselfgoverning, or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty, and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

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Article 8

Everyone has the right to an effective remedy by competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention, or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home, or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

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Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social, and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work, and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care, and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be

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compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group, or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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Handout 7B

HUMAN RIGHTS ABROAD

Directions: In investigating the four case studies on the following pages, answer the questions below for each case study.

1. Which rights defined in the U.N. Universal Declaration of Human Rights are being denied?

2. Are the rights being denied primarily civil and political? Economic and social? Or both?

3. On a 1-5 scale, to what extent should the United States oppose the human rights violations taking place in each of the cases? Why?

(little opposition) 1 2 3 4 5 (strong opposition)

4. If U.S. opposition is called for, what form should the opposition take?

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Case #1: South Africa

In South Africa, a major aspect of social control is called *apartheid*--strict racial segregation, accompanied by discrimination against all black and other "colored" peoples who live in South Africa. Under this system, only white people have the right to vote or hold office in the government. The average pay for black Africans is only 10 percent the average pay for South African whites, even when they do exactly the same job. Since they have no trade unions, black workers have no effective machinery for collective bargaining.

Officially, 25,514 whip lashes were inflicted on persons as punishment for crimes during 1969-70 in South Africa. Of this number, only 337 were inflicted on whites. The government spends 12 times as much money per pupil for white students as for black Africans.

The country is very rich in national resources and manufacturing. Some of the world's largest gold deposits are found in South Africa, along with huge amounts of copper, platinum, iron, asbestos, and diamonds. Multinational corporations, many of which are headquartered in the United States, have invested billions of dollars in the South African economy.

Questions

1.

2.

3.

4.

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Case #2: The Soviet Union

The 1975 Helsinki Agreement, signed by the Soviet Union and 34 other nations, contains broad humanitarian declarations supporting the rights of people to leave and enter countries on family visits, have access to foreign publications, attend international youth meetings, and improve working conditions for journalists abroad. Since the agreement was signed, however, the Soviet Union has shown little intention of permitting such a free flow of ideas and people. As a result, a handful of Russian dissidents--mostly intellectuals, writers, and professors--have criticized the Soviet regime for noncompliance with the agreement.

The Soviet leadership has retaliated with a campaign of selective terror which has sent many of the dissidents to prison camps and lunatic asylums run by the KGB (Soviet secret police). Another method by which the Soviets attempt to stifle dissidents is to throw them out of the country. Such eloquent spokesmen as Alexander Solzhenitsyn, Alexander Ginsburg, and Pavel Litvinov have been forced to leave their homeland after spending long years in camps or in internal exile.

Since the early years of the Nixon administration, Soviet-American relations have been characterized by a policy of detente, or peaceful coexistence. Now, the human rights issue threatens to become a stumbling block to the continuation of detente. Specifically, it threatens to jeopardize a satisfatory conclusion to negotiations for a Strategic Arms Limitation Treaty (SALT) between the two countries.

Questions

1.

2.

3.

4.

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Case #3: Nicaragua

In January 1978, dissident news editor Pedro Chamorro was gunned down in Managua, the capital of Nicaragua. News of his assassination shocked thousands of already discontented Nicaraguans into mounting a nationwide protest against the tight-fisted regime of General Anastasio Somoza and his U.S.-trained National Guard.

Leading the opposition to Somoza are the Marxist-oriented Sandinista rebels. They have been joined recently in civil protest by such polar opposites as the Conservative party, the Managua business community, and the chambers of commerce.

These opposition groups point to the extremes of wealth and poverty in Nicaragua which have resulted in one of the highest infant mortality rates in the world and a life expectancy of only 49. Health and education facilities are far below adequate, and nearly 75 percent of the population lives in substandard housing. Somoza and his privileged National Guard have been accused of corruption, election fraud, political repression, and mistreatment of political prisoners. Spokesmen for Somoza insist that the charges are grossly exaggerated and claim, with some credibility, that the opposition is a Communist conspiracy organized in Cuba. If protests are allowed to continue, they say, there is a danger that the Sandinista guerrillas will assume control of the country.

Questions

1.

2.

3.

4.

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Case #4: South Korea

The regime of South Korean President Park Chung-Hee has been characterized by repressive decrees prescribing prison terms for dissent. Former president Yun Po-Sun, already under a prison sentence for opposing Park, issued a new "Charter for Democracy" that was quickly signed by more than 100 leading dissidents. Many of the signers are now in jail, and after a recent prayer meeting for the prisoners in Seoul's Roman Catholic cathedral, the government arrested two priests whom it accused of organizing the vigil.

One government official said, "Everyone is afraid of everyone else. We don't dare discuss our feelings with anyone except our wives." Laws have been passed to weaken trade unions, and collective bargaining has virtually come to a halt. As a result, the average wage for South Korean workers in the textile industry is less than $.75 per day.

Since the end of World War II, the United States has played a major role in the security of South Korea. U.S. soldiers fought in the Korean War to prevent Communist North Korea from invading and taking over the South. Since then, South Korea has received massive amounts of U.S. military and economic aid. Along with Japan, it is now one of our most reliable allies in the Pacific region. Still, the Communist North is seen by military analysts as a potential threat to the long-term stability of the entire Korean peninsula.

Questions

1.

2.

3.

4.

Handout 7C

HUMAN RIGHTS VIOLATIONS AND U.S. RESPONSES

Case #1: South Africa

The United States supports the U.N. embargo on trade with South Africa, although it has not interfered with the operations of U.S. companies located there. U.S. leaders have held frequent consultations with the South African government in an attempt to persuade the latter to liberalize its apartheid policy. *Mild to strong opposition.*

Case #2: The Soviet Union

Initially, the Carter administration championed the civil and political rights of Russian dissidents and applied strong pressure on the Kremlin to adhere strictly to the terms of the Helsinki Agreement. This approach has recently been softened because of the fears of some U.S. leaders that it may undercut Russian leaders who have a deep stake in improving U.S.-Soviet relations. *First strong, then mild opposition.*

Case #3: Nicaragua

The U.S. State Department called for Somoza's resignation following the breakdown of talks between Somoza and his opposition. An embargo was placed on all economic and military aid to the Somoza government. Nicaragua has been publicly cited by the United States as one of the major human rights violators in the world today. *Strong opposition.*

Case #4: South Korea

Some concern has been expressed in the United States about human rights in South Korea, mostly through private channels. There have been few public statements of disapproval. No plans to cut off military or economic aid are contemplated. *Weak opposition.*

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Handout 7D

HUMAN RIGHTS AT HOME

Directions: Some U.S. citizens, as well as people from other nations, charge that the United States is guilty of human rights violations. In investigating the charges presented in the handout, use the following questions to guide your discussion.

--1. Which rights, if any, from the U.N. declaration are violated?

--2. What kind of rights, if any, were violated--political, economic, or social?

--3. What can or should you, as a private citizen, do to combat human-rights violations in the United States?

--4. What impact might human-rights violations in this country have on U.S. foreign policy?

Case #1: The "Wilmington Ten"

In 1971 in Wilmington, North Carolina, a white-owned grocery store was burned during a night of rioting. In 1972, nine black men and a white woman were convicted of firebombing the store. They were sentenced to a combined total of 282 years in prison--one of the longest prison terms ever given in North Carolina for arson. In 1976 all three witnesses against the "Wilmington Ten" revoked their testimony and said they had been coerced and bribed by the prosecutors. Either a new trial or a pardon was requested; both were denied. Amnesty International, headquartered in London, described the "Wilmington Ten" as "prisoners of conscience."

Case #2: Foreign Visitors

Under the 1952 McCarran-Walter Act, a visa for entry into the United States can be denied to anyone who holds "membership in or affiliation with subversive organizations." This clause has been invoked to deny entry to numerous would-be foreign visitors. One such individual was Sergio Segre, a leader of the Italian Communist party, who was refused entry into the United States to speak before New York's Council on Foreign Relations. Another Communist party leader who was denied entry was Georges Marchais of France, who claimed that his visa application was rejected because the U.S. government viewed him as a "dirty Communist." In

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response to these and other refusals, some Communist nations accused the United States of failing to abide by the human rights provisions of the 1975 Helsinki Agreement.

Case #3: The Proposed Equal Rights Amendment

In 1972 an amendment to the U.S. Constitution was proposed which would guarantee women equal rights under the law. By 1978 the amendment had not been ratified by the required two-thirds of the states; however, Congress voted to extend ratification deadlines, though the legality of the extension was subsequently challenged in court. Many people believe that a nation which fails to guarantee the basic rights of more than 50 percent of its population is guilty of human rights violations.

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Appendix

SOURCES OF CLASSROOM MATERIALS

American Friends Service Committee
1501 Cherry St.
Philadelphia, PA 19102

American Universities Field Staff
P.O. Box 150
Hanover, NH 03755

Bantam Books
666 Fifth Ave.
New York, NY 10019

Center for Teaching About Peace and War
754 University Center Bldg.
Wayne State University
Detroit, MI 48202

Center for Teaching International Relations
University of Denver
Denver, CO 80208

Center for the Humanities
Communications Park
Box 100
White Plains, NY 10602

Citizens' Organization for a Sane World
318 Massachusetts Ave. NW
Washington, DC 20002

Current Affairs Films
24 Danbury Rd.
Wilton, CT 06897

Earthrise
Box 120, Annex Station
Providence, RI 02901

Educational Audio Visual
Pleasantville, NY 10570

Educational Enrichment Materials
357 Adams St.
Bedford Hills, NY 10507

Foreign Policy Association
345 E. 46th St.
New York, NY 10017

Global Development Studies Institute
P.O. Box 522
Madison, NJ 07940

Global Perspectives in Education
218 E. 18th St.
New York, NY 10003

Institute for World Order
1140 Ave. of the Americas
New York, NY 10036

Interact
P.O. Box 252
Lakeside, CA 92040

John Knox Press
Box 1176
Richmond, VA 23209

Joint Council on Economic Education
1212 Ave. of the Americas
New York, NY 10036

League of Women Voters
1730 M St. NW
Washington, DC 20036

McGraw-Hill Films
110 15th St.
Del Mar, CA 92014

Mid-America Program for Global Perspectives
513 N. Park Ave.
Bloomington, IN 47401

NAIS Committee for International and World Education
National Association of Independent Schools
4 Liberty Square
Boston, MA 02109

National Council for the Social Studies
3615 Wisconsin Ave. NW
Washington, DC 20016

NBC Educational Enterprises
30 Rockefeller Plaza
New York, NY 10020

Newsweek Educational Programs
444 Madison Ave.
New York, NY 10022

Office of Media Services
U.S. Dept. of State
Washington, DC 20520

Oxfam America
302 Columbus Ave.
Boston, MA 02116

Plenum Press
227 W. 17th St.
New York, NY 10011

Prentice-Hall Media
150 White Plains Rd.
Tarrytown, NY 10591

Random House
400 Hahn Rd.
Westminster, MD 21157

Science Research Associates
155 N. Wacker Drive
Chicago, IL 60606

Simile II
P.O. Box 910
Del Mar, CA 92014

Social Issues Resources Series
P.O. Box 2507
Boca Raton, FL 33432

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

Social Studies Division
West Virginia Dept. of Education
Capitol Complex, Bldg. 6
Charleston, WV 25305

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570

Time/Life Multimedia
Time and Life Bldg.
New York, NY 10020

United Nations Association of Minnesota
1026 Nicollet Mall
Minneapolis, MN 55402

United Nations
United Nations Bldg.
New York, NY 10027

Universe Books
381 Park Ave.
New York, NY 10016

U.S. Committee for UNICEF
331 E. 38th St.
New York, NY 10016

U.S. National Commission for UNESCO
U.S. Dept. of State
Washington, DC 20520

Voluntary Committee on Overseas Aid and Development
69 Victoria St.
London SW1, England

WGBH-TV
125 Western Ave.
Boston, MA 02134

World Affairs Council of Philadelphia
13th and Market Sts.
Philadelphia, PA 19107

World Bank
1818 H. St. NW
Washington, DC 20433

World Economy and Multinational Corporation
Box 14302
Dayton, OH 45414

World Education Center
1730 Grove St.
Berkeley, CA 94707

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World Future Society
P.O. Box 30369, Bethesda Branch
Washington, DC 20014

Worldwatch Institute
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Washington, DC 20036

World Without War Publications
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Chicago, IL 60603

W.W. Norton
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New York, NY 10036

Xerox Education Publications
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Columbus, OH 43216

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